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ABSTRACT

This annual evaluation report for Fiscal Year 1975 of North Carolina Title I, Elementary Secondary Education Act programs is organized into nine sections. These sections focus on, respectively: basic state statistics, state education agency Title I visits to local education agencies, changes in state educational agency Title I procedures, effects upon educational achievement, effects on educational practices, coordination of programs for the disadvantaged, Title I in nonpublic schools, staff development, and community and parent involvement. Four appendices are includeed, describing the following topics: annual evaluation report (Local Educational Agency Report format), program statistics report-regular term; program statistics report-summer term, and yearly plan, division of compensatory education. (JM)

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EVALUATION REPORT

TITLE I, ESEA

DIVISION
OF
COMPENSATORY EDUCATION

FISCAL YEAR 1975

2

UD015919

NORTH CAROLINA DEPARTMENT OF
PUBLIC INSTRUCTION · RALEIGH, NC

Elementary and Secondary Education Act of 1965 - Title I

North Carolina Annual Evaluation Report

Fiscal Year 1975

Prepared by
The Division of Compensatory Education
State Department of Public Instruction
December, 1975

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TABLE OF CONTENTS

N. C. ANNUAL EVALUATION REPORT - FY 1975

SECTION

		PAGE
I.	Basic State Statistics	8
II.	SEA Title I Visits to LEAs	14
III.	Changes in SEA Title I Procedures	16
IV.	Effects upon Educational Achievement	16
V.	Effects on Educational Practices	16
VI.	Coordination of Programs for the Disadvantaged	47
VII.	Title I In Non Public Schools	51
VIII.	Staff Development	53
IX.	Community and Parent Involvement	63

APPENDIX

A.	Annual Evaluation Report (LEA Report format)	69
B.	Program Statistics Report - Regular Term	75
C.	Program Statistics Report - Summer Term	77
D.	Yearly Plan, Division of Compensatory Education	79

North Carolina Annual Evaluation Report
for
Fiscal Year Ending June 30, 1975

Elementary and Secondary Education Act of 1965 - Title I

I. Basic State Statistics

	1974	1975
A. Number of LEAs in the State	151	149
B. Number of LEAs participating	151	149
(1) during regular term only	131	131
(2) during summer term only	0	0
(3) during both regular and summer term	20	18
C. Unduplicated number of pupils who participated in Title I programs		
(1) enrolled in public schools	186,186	181,838
(2) enrolled in non-public schools	508	88
D. Title I Allocations to LEAs		
(1) Part A	$51,556,663	$47,860,854
(2) Part B	0	0
(3) Part C	$ 2,032,152	$ 482,303

E. Participants by Instructional Activity

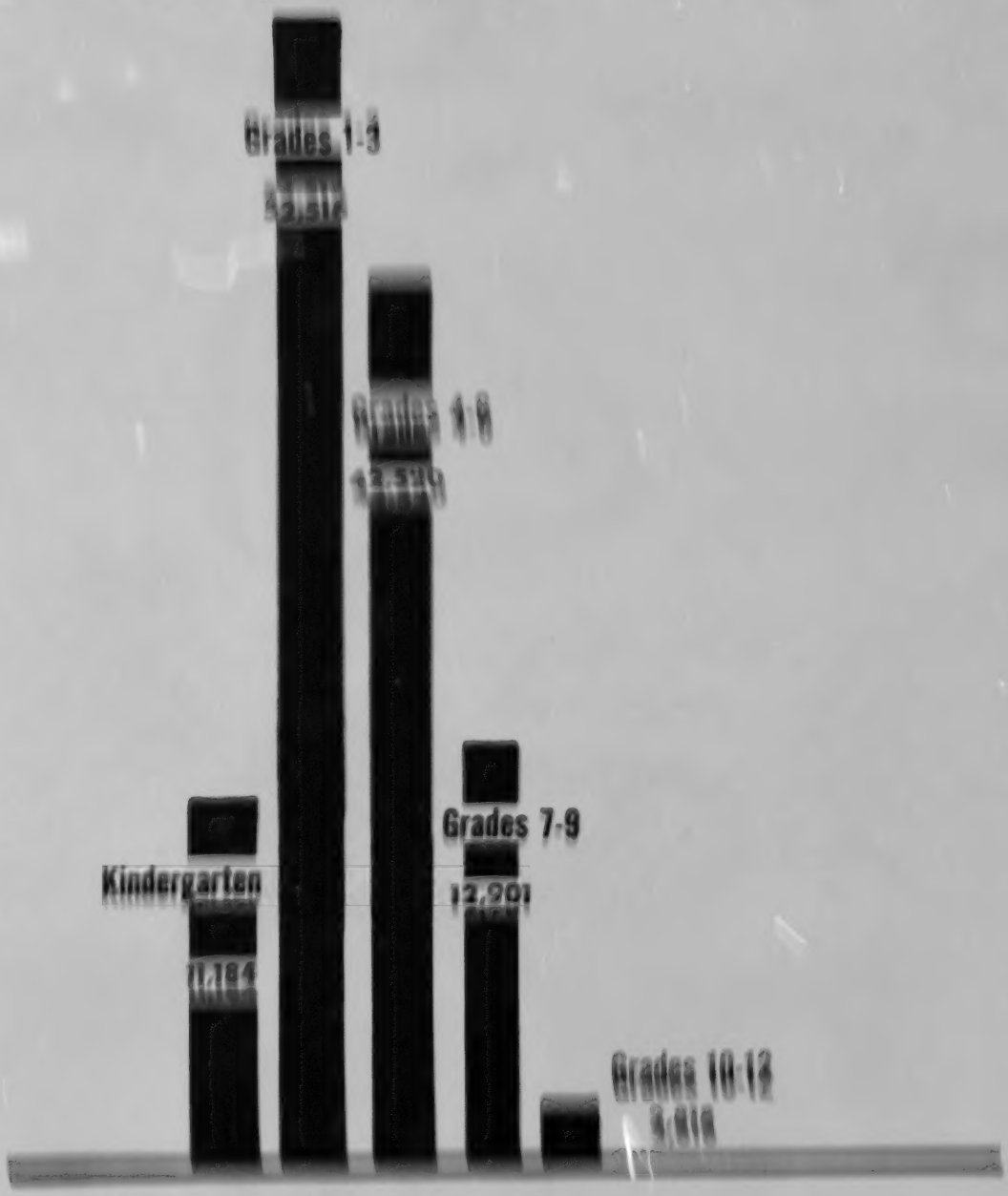
Activity	Participants 1974	Participants 1975
Kindergarten	14,234	11,184
Reading	105,777	97,617
Mathematics	6,752	16,270
Occupational Education	799	686
Activities for Handicapped	1,877	1,303
All Others	3,447	180

F. Participants By Support Service

Support Service	Participants 1974	1975
Guidance and Psychology	10,748	3,729
Health-Medical/Dental	30,188	22,024
Media	6,882	3,922
Social Work	35,400	32,030
Services for Handicapped	1,627	511
All Other	466	8

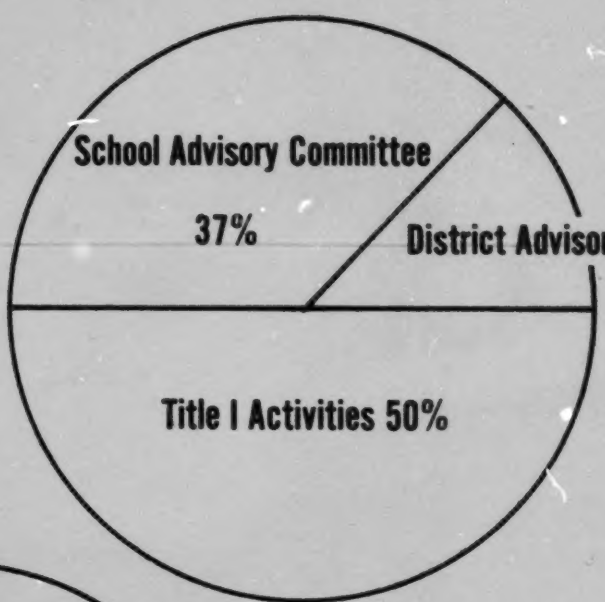
REGULAR TERM

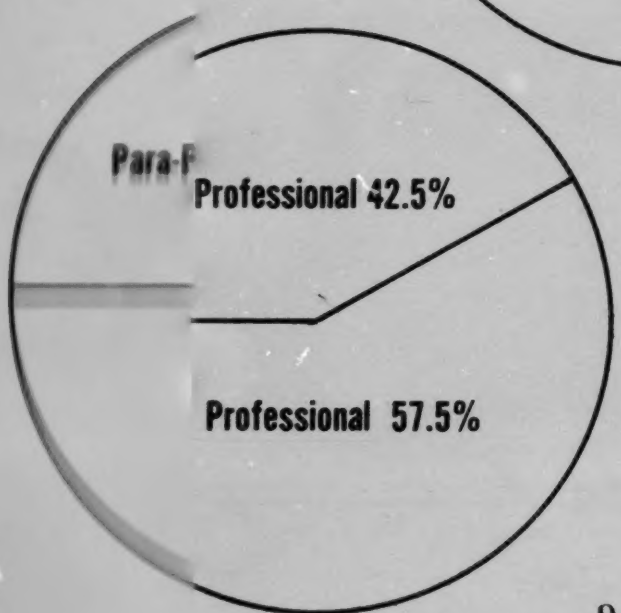
Participation by Grade Level



REGULAR TERM

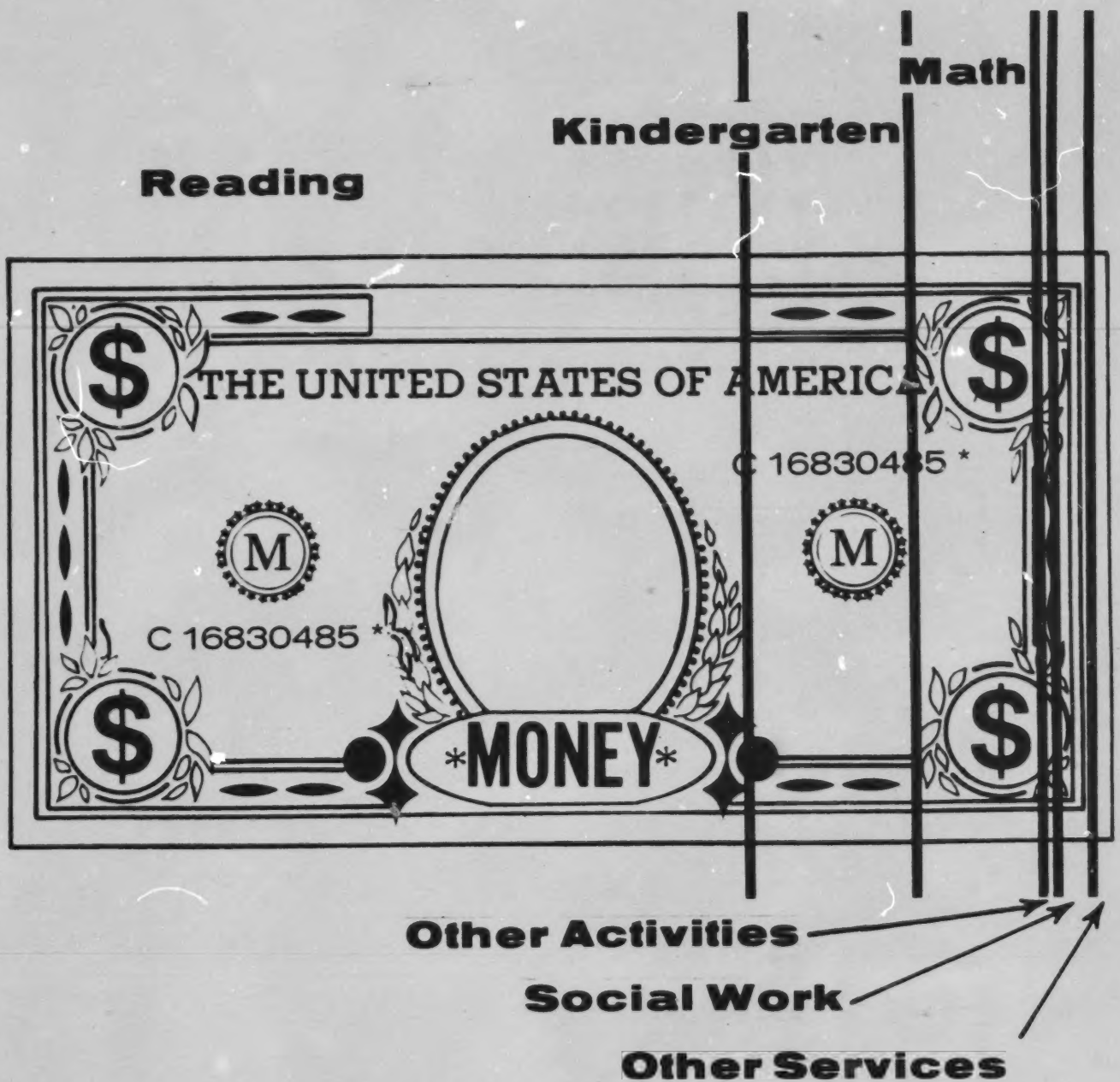
Parent Participation 13,818





Staffing 5899

REGULAR TERM EXPENDITURES



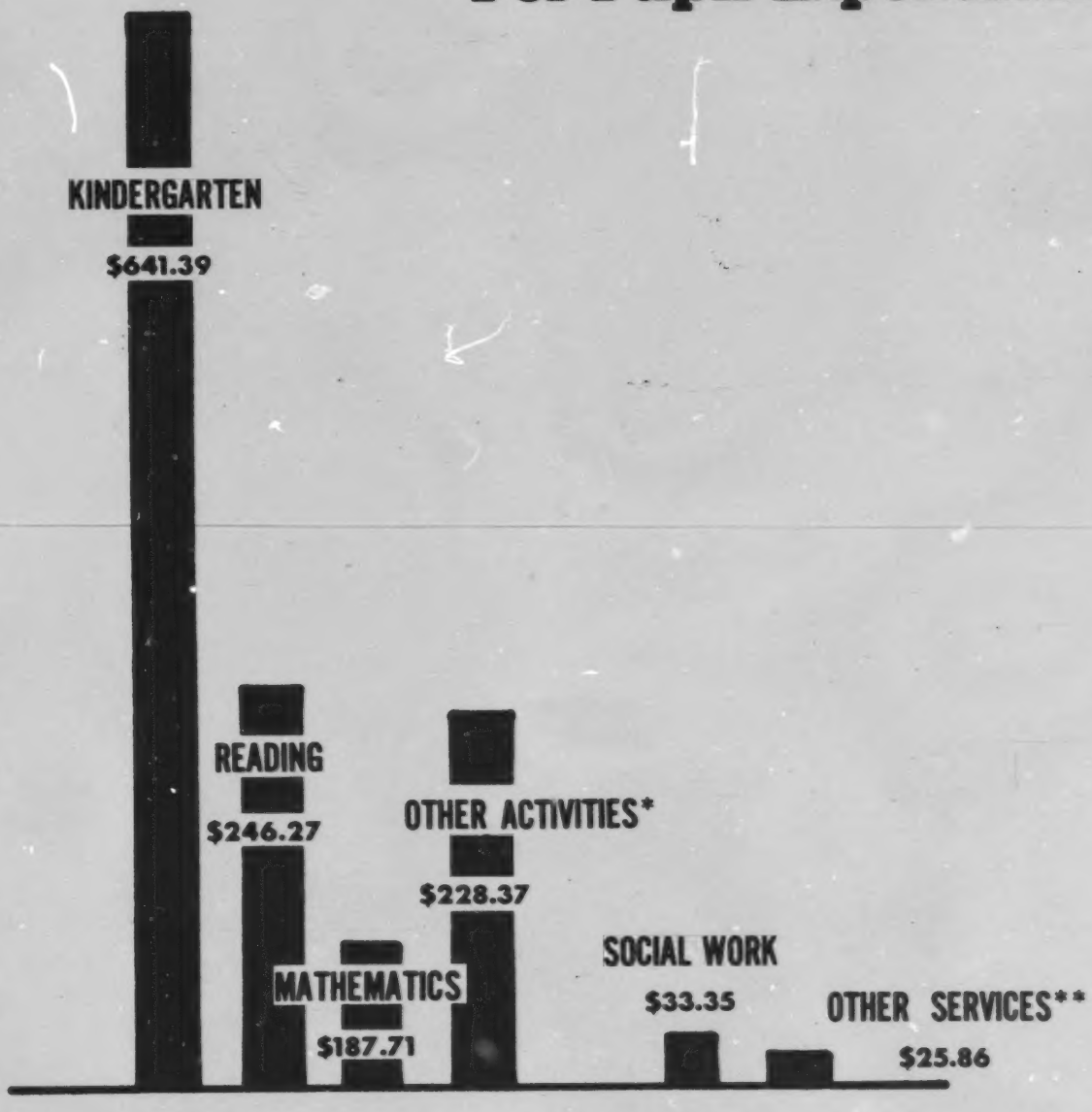
REGULAR TERM	EXPENDITURES $ 500,000	STAFF 500	STUDENTS 5,000
Kindergarten	$7,173,403	1,639	11,184
Reading	$24,016,176	4,219.8	97,51
Mathematics	$3,054,066	541.1	16,27
Other Instructional Activities*	$465,424	50	2,03
Social Work	$1,068,266	113.4	32,03
Other Support Services**	$780,734	84.1	30,18

*Handicapped, Occupational Education, Music

**Guidance/Psychology, Health, Handicapped, Media

REGULAR TERM

Per Pupil Expenditure



*Handicapped, Occupational Education, Music

**Guidance/Psychology, Health, Handicapped, Media

II. SEA TITLE I VISITS TO LEAS

During FY 1975 a total of 10 State staff members made 381 visits to LEAs participating in Title I. Each LEA was visited at least one time, and most were visited two or more times during the year. These staff visits can be categorized by objectives as follows: (1) development, (2) operation, (3) evaluation, (4) Staff development, and (5) Others.

Development. Of the 381 staff visits, 94 or 24.7 percent were primarily focused on program development. Through these visits, the Title I staff assisted the LEAs to complete the planning process and to develop project proposals in a format which could be easily reviewed for approval. Also, in these visits the staff suggested new or alternative approaches to the solution of stated problems. Frequently, too, the staff member found it necessary to encourage the LEA to concentrate upon a limited number of activities rather than attempting to implement a large number of separate activities. From time to time, the staff also found it necessary to re-emphasize that Title I activities must focus upon specific student needs rather than upon general school needs.

In addition to these visits, the SEA staff conducted three (3) area meetings as a means of assisting LEAs to plan project proposals. Many LEA project directors also visited the State office to secure help in planning.

Operation. Of the 381 staff visits, 185 or 48.5 percent were for the purpose of reviewing the operation of a Title I project. Most often these visits consisted of on-site visits to view the various aspects of the project which were operating satisfactorily and those which were not. On the basis of such observations, recommendations for improvement were then made.

Recommendations frequently made included the following: more inservice training for teachers, planned visitation of nearby Title I projects judged to be successful, more widespread dissemination of information gleaned from the project evaluation, a constant review of alternative ways of attacking educational problems, and careful consideration of the equipment and/or technique which might be utilized. The SEA also conducted three (3) area meetings at which the effect of new legislation on the operation of Title I programs was discussed.

Evaluation. Of the 381 staff visits, 9 or 2.4 percent were devoted to project evaluation. The major objective of these visits was to improve the evaluation procedure utilized by the LEA. The visit focused on the effective reporting of local evaluation materials, and the use of such materials in project planning and development. Based on comments from the State staff, these visits and the resulting frank appraisal often resulted in positive changes in project emphasis.

Staff Development. Of the 381 staff visits, 31 or 8.1 percent were for the purpose of assisting the LEA in the area of Title I staff development. One reading supervisor, in close cooperation with the SEA Title I supervisory staff, conducted a number of regional workshops which focused on staff development in reading.

Other Visits. Of the 381 visits, 62 or approximately 16.3 percent did not easily fit into the four categories above. Many of these visits were "get acquainted" visits made necessary by change of LEAs assigned to the individual SEA staff member or by a change in LEA staff.

III. CHANGES IN SEA TITLE I PROCEDURES

Administrative Changes. The following changes in the administration of Title I have been made which should improve the quality of Title I projects:

1) The early project submission procedure was continued for FY 1975. LEA submitted program descriptions and budget proposals for review, prior to April 15. The staff of the Division of Compensatory Education read and reacted to these early proposals. The Division of Auditing and Accounting reviewed each proposed budget. New project activities which were questionable were also reviewed by appropriate curriculum specialists. Where revisions were required, the LEAs were so notified. The major result of the process was to extend the period of time that the State staff could work with the LEAs in project development. Previously, these efforts were often confined to the summer months. The process shifted this effort to the spring.

2) Six Title I area supervisors have been given primary responsibility for the monitoring process. The supervisor calls on specific program specialists for needed assistance, rather than assembling a team for each visit. All LEAs were monitored in this way.

Non Public Schools. The local Title I director was charged with the responsibility of contacting officials of non-public schools in his district, explaining the Title I program, and encouraging participation to the extent permitted under regulations. Each of the LEAs which had non-public schools in its district included as part of its project proposal a response to the following statement:

Describe how educationally deprived children enrolled in private schools will be given genuine opportunities to participate in the Title I program on the basis of need as determined by the comprehensive assessment of the needs of all children in the eligible low-income areas. Show that the high priority needs of private school children residing in those areas will be met with services that are comparable in scope and quality to those provided to meet the high priority needs of public school children.

The State staff, as part of its responsibility, encouraged the LEA to extend services to eligible non-public schools, and to design cooperatively Title I activities for eligible non-public school children. However, the number of non-public school students who participated in the Title I program was small, since the State has only approximately 4.5 percent of its children enrolled in non-public schools. Also, because of the nature and purpose of some of the schools, they have little interest in participating.

Modification of Local Projects. The study of State and local Title I evaluation reports resulted in efforts by both the SEA and the LEAs to modify local projects. Some general outcomes included the following:

- increased effort to design activities to meet the most pressing needs of the eligible children
- greater effort to design programs which offer specific rather than general types of assistance
- greater use of prior evaluations in the planning of programs
- increased effort to coordinate Title I activities with overall school program
- reduction in number of activities and in number of participants

Because of the extremely wide range of needs of the Title I eligible children, some needs must be given priority over other needs. On the basis of what has been learned through the operation and evaluation of the Title I program thus far, the State staff has determined that the following activities should have the highest priority:

. lower elementary grade education
. developmental activities in basic skills
. parental involvement
. planning and evaluation

Appendix C. "Yearly Plan, Division of Compensatory Education", provides additional insight into the FY 1976 priorities, objectives, strategies, and work plan for the State compensatory education staff.

IV. EFFECTS UPON EDUCATIONAL ACHIEVEMENT

Pre-Post-Test Results. There were six tests used in FY-75 in the Title I Reading projects in the 149 LEAs which were administered in the modal months of September, 1974 and May, 1975 for which sufficiently extensive data were reported to be summarized. They were the California Achievement Test, Reading (CAT-Table I); the California Tests of Basic Skills, Reading (CTBS-Table II); Gates-MacGinitie Reading Test, Reading Comprehension (GMRT-Table III); Iowa Tests of Basic Skills, Reading (ITBS-Table IV); Metropolitan Achievement Test, Reading (MAT-Table V); and Stanford Achievement Tests, Reading (SAT-Table VI). Numbers of schools and LEAs shown are duplicated from grade to grade and are included in the tables only for informational purposes. Scores reported are for an aggregate of 43,350 students in the Title I projects. Since the test data reflects neither the universe of participants nor a representative sampling of those participants, the results are not necessarily representative of the state's Title I programs. The purpose of the Test summaries is to provide an estimate of growth.

All mean scores are individual rather than school or LEA mean scores. Each student score has equal weight. Mean scores were reported in terms of grade equivalent since only a few LEAs reported raw scores. The SEA realizes that raw scores represent the preferable mode of reporting for evaluation purposes, and it is moving toward that method. However, many evaluators hold that grade equivalent scores may be averaged, that growth is shown by comparisons of grade equivalent scores, and that though they have certain limitations, grade equivalent scores are more widely used than other type scores.

For all tables, the decile-quartile frequencies may not total the number of students taking the test for which the mean score is computed. The reason for this is that either not all LEAs reported the decile-quartile distribution, or that there were obvious errors in the distributions which had to be discarded. All pre- and post-scores involved an identical number of students on which the means were computed and all decile-quartile distributions involved an equal number of students for the pre- and post-tests.

General Findings. There appears to be a better selection of eligible students for receiving Title I reading instructional services than in prior fiscal years as evidenced by the respective mean scores on pretests, which are considerably below grade level on all tests on all grades (except grade one, which is somewhat an anomaly of tests and the system of scoring at this level). Also, the frequencies in quartiles 3 and 4 on the pre-tests are scant. The expectation is that there would be none of these. One explanation is that another test could have been used in the initial screening process.

There were no grade levels at which negative "growth" appears. This has not always been the case in prior years.

The several tests reflect a remarkable improvement over prior years. All grade mean scores for the several tests show that in 44 out of 54 possibilities, or 81 per cent, the mean scores show average growth of 8 months or more at each grade for each test; viz:

CAT - 8 of 8 grades - 8 months or more
CTBS - 7 of 12 grades - 8 months or more
GMRT - 8 of 12 grades - 8 months or more
ITBS - 7 of 11 grades - 8 months or more
MAT - 7 of 12 grades - 8 months or more
SAT - 7 of 9 grades - 8 months or more

The least growth appeared at the first grade level, for reasons already commented upon and because of less extensive representation, and also at the senior high school level (with the exception of the Stanford and Metropolitan Tests).

The findings and indications for all six tests reported for the reading programs clearly reflect considerable improvement over results for prior years in Title I. There is a remarkable consistency in what all six tests show with respect to the growth of participants in Title I reading programs. There are few vagaries and inconsistencies in the reported results, which indicates that the trend appears to be State-wide. As a matter of fact, all reported scores from the LEAs having reading programs were used if they had a pre-post-pattern, and if the report showed an identical number of students for both pre- and post-tests, and if they used one or more of the six tests in this report. No other selection criterion was used for this extensive sample.

A closer examination of the six tables follows:

Table I - CAT. Table I shows the results of pre-post testing of 5369 Title I participants in the reading programs on the Total Reading scores of the California Achievement Test. At each grade level one through eight, the mean improvement was 8 months or more. Five of the eight grades averaged a year or better. There is a considerable increase in numbers of students placing in the third and fourth quartiles of the (decile) quartile distribution, as well as a considerable decrease at every grade level (except in grade 7) in the first decile.

Table II - CTBS. Table II shows the results of pre-post testing of 6107 Title I participants in the reading programs on the California Tests of Basic Skills, Total Reading subtest. In 9 of the 12 grades, only three scored a mean below 7 months (grades 5, 7 and 9). Grade one scored over one year, but this was with a very small number of students. Considering the fact that the time interval between testing is 7 or 8 months (Sept. - May), the showing for the mean scores is notable. This is especially significant when it is noted

that the means for the pre-test scores range from six months to four years below on-grade averages. As with the other California Test discussed in Table I, there is a considerable increase in numbers of students placing in the third and fourth quartiles.

Table III - Gates-MacGinitie. Table III shows the results of pre-post testing on the Gates-MacGinitie Test, Reading Comprehension for over 12,000 student participants in Title I reading programs. Only 4 grades of the 12 showed a mean improvement of less than 7 months (when rounded)--these were grades 1, 9, 10 and 11. Also, very few students, relatively, were reported for those grade levels. Five of the eight grades improving as much as 7 months showed a mean gain of 1 year or better. Examining the (decile) quartile distribution for over 10,000 students reported, it appears that in all grades except in grade 2, the frequencies decreased from pre to post in the first decile. Likewise, the observation noted for the other tests appears here as well--the frequencies in the third and fourth quartiles increased significantly.

Table IV - ITBS. Table IV shows the results of pre-post testing on the Total Reading scores of the Iowa Tests of Basic Skills for 6468 students participating in Title I reading programs. As was noted for the other tests, the mean scores showed a growth of 7 months (when rounded) or more in all grades except in grades 1 and 12, where the fewest scores are reported.

In the (decile) quartile distribution covering nearly 5000 students, the same observation applies as for the other Tables.

Table V - MAT. Table V shows the results of pre-post testing on the Metropolitan Achievement Test, Total Reading scores for the 9493 students reported. For the 12 grades, all but grade 2 showed a mean improvement of

7 months (when rounded) or more, with one-third of the grades showing one year or more. The greatest mean improvement was 2 years; the least, 6 months. In the former instance, a very small number of students was involved (48).

The same observation applies here as with the other tests with respect to the reduction of students in the first decile, and the increase in the frequencies in the third and fourth quartiles in the post-test.

Table VI - SAT. Table VI shows the results of pre-post testing on the Total Reading Comprehension subtest of the Stanford Achievement Test for 3667 students. For the nine grades reported, all showed a mean improvement of 8 months or more except grade 1 and that exception involved only 5 students. Four of the 9 grades reported showed a gain of 1 year or more.

The same observation as for the other tests reported applies here regarding the decrease in the frequencies of scores in the post decile one distribution, and the increase of frequencies in the third and fourth quartiles.

Table VII - Extent of Pre-Post-Testing. This Table shows the extent of testing in the various reading programs by grade level and that the greatest number of participants tested were in grade 3, with over 9,000, followed by grade 2, with over 8,000, grade 4 with over 6,000, and grade 5 with over 6,000. The number of participants tested in those four grades accounts for over 75 per cent of those listed. The distribution reflects the choice of the LEAs to do the major part of the compensatory effort in the reading program at the earlier grade levels before the deficit becomes too great to effectively eradicate. The preceding statements apply as well to each of the six standardized tests, as well as to the aggregate. All the grades above grade 5 indicate a successive decreasing extent through grade 12.

The Table also indicates the relative frequency of use of the six standardized tests, with the Gates-MacGinitie Reading Test leading the list with approximately 28 per cent of the total.

TABLE I
CALIFORNIA ACHIEVEMENT TEST (CAT)
TOTAL READING
PRE AND POST TESTS, FALL AND SPRING, SEPT.-MAY, 1975
(MEAN SCORES IN GRADE EQUIVALENT UNITS)

							PRE TEST Number of Students in Percentile Ranges						POST TEST Number of Students in Percentile Ranges					
No. LEAS	No. Schools	Grade	N	Pre Mean	Post Mean	Diff-erence	1-10	11-25	26-50	51-75	76-99	Total	1-10	11-25	26-50	51-75	76-99	Total
4	13	1	90	0.59	1.56	0.97	43	28	16	2	1	90	8	14	34	26	8	90
12	67	2	1196	0.93	2.22	1.39	402	418	208	46	5	1079	138	303	409	171	58	1079
15	90	3	1512	1.81	2.75	0.94	609	402	223	47	7	1288	325	430	388	108	37	1288
9	57	4	819	2.44	3.47	1.03	293	266	90	4	1	654	117	225	247	45	20	654
8	53	5	722	2.97	3.97	1.00	312	201	88	9	2	612	178	200	162	50	22	612
7	42	6	556	3.55	4.58	1.03	189	119	56	10	1	375	112	113	100	36	14	375
3	21	7	300	4.10	4.90	0.80	62	55	31	1		149	62	57	27	3		149
3	13	8	174	4.89	6.01	1.12	49	54	16	1		120	50	36	26	8		120
		TOTAL	5369									4367						4367

TABLE II
CALIFORNIA TESTS OF BASKIC SKILLS (CTBS)
TOTAL READING
PRE AND POST TESTS, FALL AND SPRING, SEPT.-MAY, 1975
(MEAN SCORES IN GRADE EQUIVALENT UNITS)

							PRE TEST Number of Students in Percentile Ranges						POST TEST Number of Students in Percentile Ranges					
No. LEA	No. Schools	Grade	N	Pre Mean	Post Mean	Diff-erence	1-10	11-25	26-50	51-75	76-99	Total	1-10	11-25	26-50	51-75	76-99	Total
2	7	1	122	0.38	1.43	1.05	38	39	13			90	18	14	25	26	7	90
7	43	2	782	1.21	2.02	0.81	334	150	41	1		526	128	126	205	58	9	526
8	50	3	793	1.85	2.65	0.80	165	242	138	20	2	567	107	211	201	41	7	567
13	65	4	1214	2.31	3.19	0.88	389	234	114	5		742	237	261	205	36	3	742
9	75	5	1020	2.87	3.41	0.54	312	382	151	20	5	870	244	315	244	53	14	870
9	54	6	784	3.36	4.28	0.92	291	259	128	13	1	692	198	241	183	60	10	692
6	24	7	584	4.13	4.58	0.45	242	240	74	4	1	561	279	195	59	24	4	561
5	18	8	410	4.52	5.21	0.69	211	162	36	1		410	201	133	65	10	1	410
3	6	9	170	5.23	5.87	0.64	71	52	22	5		150	70	41	27	9	3	150
3	4	10	145	6.09	6.91	0.82	58	38	23	7	1	127	52	37	24	12	2	127
3	4	11	50	6.23	6.91	0.68	2	1	1			4	2	1	1			4
2	3	12	33	6.82	7.72	0.90												
		TOTAL	6107									4739						4739

TABLE III
GATES-MACGINITIE TEST
READING COMPREHENSION
PRE AND POST TESTS, FALL AND SPRING, SEPT.-MAY, 1975
(MEAN SCORES IN GRADE EQUIVALENT UNITS)

No. LEAS	No. Schools	Grade	N	Pre Mean	Post Mean	Diff-erence	PRE TEST Number of Students in Percentile Ranges 1-10	11-25	26-50	51-75	76-99	Total	POST TEST Number of Students in Percentile Ranges 1-10	11-25	26-50	51-75	76-99	Total
6	34	1	241	1.06	1.52	0.46	15	24	20	6		65	7	21	24	11	2	65
18	155	2	2497	1.36	2.12	0.76	758	780	676	82	2	2298	804	724	480	186	104	2298
21	159	3	2561	1.73	2.69	0.96	848	947	333	54	7	2189	604	694	659	201	31	2189
20	130	4	1898	2.38	3.29	0.91	819	581	181	33	3	1617	707	479	308	103	20	1617
21	100	5	1783	2.80	3.83	1.03	818	559	207	60	18	1662	604	552	365	108	33	1662
20	96	6	1333	3.40	4.40	1.00	546	388	189	41	10	1174	459	393	225	72	25	1174
12	38	7	905	4.14	5.15	1.01	304	245	153	14	3	719	205	232	206	52	24	719
10	35	8	450	4.79	6.16	1.37	179	144	58	11		392	121	131	103	28	9	392
7	12	9	290	4.58	4.90	0.32	140	48	11			199	127	52	16	3	1	199
4	4	10	155	5.72	6.30	0.58	62	34	13	3		112	60	32	15	4	1	112
3	8	11	77	5.84	6.43	0.59	35	6	1			42	29	12		1		42
3	8	12	56	7.52	8.29	0.77	22	6	1			29	19	8	1	1		29
		TOTAL	12246									10498						10498

TABLE IV
IOWA TESTS OF BASIC SKILLS (ITBS)
TOTAL READING
PRE AND POST TESTS, FALL AND SPRING, SEPT.-MAY, 1975
(MEAN SCORES IN GRADE EQUIVALENT UNITS)

No. LEAS	No. Schools	Grade	N	Pre Mean	Post Mean	Diff-erence	PRE TEST Number of Students in Percentile Ranges 1-10	11-25	26-50	51-75	76-99	Total	POST TEST Number of Students in Percentile Ranges 1-10	11-25	26-50	51-75	76-99	Total
1	2	1	51	1.10	1.40	0.30	28	20	3			51	6	24	20	1		51
13	33	2	1085	1.39	2.18	0.79	212	210	168	86	15	691	139	209	198	108	37	691
16	43	3	1361	1.93	2.77	0.84	346	306	220	40	24	936	230	285	306	92	23	936
17	52	4	1393	2.49	3.37	0.88	460	372	239	25	10	1106	316	312	369	85	24	1106
16	53	5	1214	3.05	4.09	1.04	475	330	166	34	3	1008	265	302	308	94	39	1008
13	30	6	681	3.65	4.52	0.87	242	122	52	9	3	428	182	129	101	14	2	428
6	9	7	172	4.18	4.84	0.66	76	31	23	12		142	64	37	28	10	3	142
4	7	8	108	4.42	5.17	0.75	51	35	16	2		104	49	30	20	5		104
1	2	9	198	5.30	6.00	0.70	74	57	67			198	63	66	48	16	5	198
1	2	10	124	5.90	6.70	0.80	53	53	18			124	40	59	23	2		124
1	2	11	81	6.70	6.90	0.20	21	38	22			81	26	36	13	4	2	81
		TOTAL	6468									4869						4869

TABLE V
METROPOLITAN ACHIEVEMENT TEST
TOTAL READING
PRE AND POST TESTS, FALL AND SPRING, SEPT.-MAY, 1975
(MEAN SCORES IN GRADE EQUIVALENT UNITS)

							PRE TEST Number of Students in Percentile Ranges						POST TEST Number of Students in Percentile Ranges					
No. LEAS	No. Schools	Grade	N	Pre Mean	Post Mean	Diff-erence	1-10	11-25	26-50	51-75	76-99	Total	1-10	11-25	26-50	51-75	76-99	Total
3	5	1	18	1.05	1.83	0.78	12	5	1			18		3	8	2	5	18
21	129	2	1969	1.61	2.23	0.62	357	480	443	241	79	1600	215	414	495	318	158	1600
16	90	3	2063	2.02	2.72	0.70	614	566	256	82	85	1603	324	363	473	209	234	1603
12	72	4	1436	2.23	3.13	0.90	326	189	78	7		600	197	200	167	32	4	600
13	60	5	1232	2.74	3.83	1.09	399	373	155	6		933	345	374	178	32	4	933
9	40	6	830	3.70	4.36	0.66	199	210	45			454	200	172	69	11	2	454
11	40	7	1234	4.14	4.81	0.67	225	134	46	7		412	211	125	65	11		412
9	28	8	547	4.46	5.42	0.96	168	109	8	1		286	145	97	38	5	1	286
2	4	9	91	4.92	6.82	1.90												
2	3	10	48	5.37	7.33	1.96												
1	2	11	18	5.00	6.10	1.10	13	5				18	7	7	3	1		18
1	2	12	7	6.00	6.70	0.70	5	1	1			7	1	4	1	1		7
		TOTAL	9493									5931						5931

TABLE VI
STANFORD ACHIEVEMENT TEST (SAT)
READING COMPREHENSION
PRE AND POST TESTS, FALL AND SPRING, SEPT.-MAY, 1975
(MEAN SCORES IN GRADE EQUIVALENT UNITS)

No. LEAs	No. Schools	Grade	N	Pre Mean	Post Mean	Diff-erence	PRE TEST Number of Students in Percentile Ranges 1-10	11-25	26-50	51-75	76-99	Total	POST TEST Number of Students in Percentile Ranges 1-10	11-25	26-50	51-75	76-99	Total
1	2	1	5	1.00	1.50	0.50	2	2	1			5	2	2		1		5
8	48	2	675	1.35	2.11	0.76	368	157	109	4	37	675	198	175	166	51	85	675
10	57	3	829	1.83	2.63	0.80	417	177	69	6		669	314	221	100	29	5	669
11	57	4	643	2.38	3.21	0.83	256	196	29			481	193	195	64	23	6	481
8	38	5	552	3.12	4.70	1.58	293	199	44	2		538	183	193	126	30	6	538
9	37	6	495	3.53	4.50	0.97	224	139	31	2		396	172	148	52	18	6	396
5	9	7	313	4.03	5.03	1.00	158	120	34	1		313	110	129	61	12	1	313
3	5	8	130	4.56	5.74	1.18	89	36	5			130	61	44	21	4		130
1	1	9	25	6.10	7.40	1.30												
		TOTAL	3667									3207						3207

TABLE VII
EXTENT OF PRE-POST TESTING BY GRADE LEVEL AND TEST, FY-75,
IN TITLE I READING PROGRAMS

	Reading Test Used						
GRADE	CAT	CTBS	GMT	ITBS	MAT	SAT	T
1	90	122	241	51	18	5	527
2	1196	782	2497	1085	1969	675	8204
3	1512	793	2561	1361	2063	829	9119
4	919	1214	1898	1393	1436	643	7503
5	722	1020	1783	1214	1232	552	6523
6	556	784	1333	681	830	495	4679
7	300	584	905	172	1234	313	3508
8	174	410	450	108	547	130	1819
9	----	170	290	198	91	25	774
10	----	45	155	124	48	----	372
11	----	50	77	81	18	----	226
12	----	33	56	----	7	----	96
T	5369	6107	12246	6468	9493	3667	43350

Local Evaluation Reports. Since each LEA designs, implements, and evaluates its own Title I program, it is difficult to generalize as to the success of Title I on a State-wide basis. No uniform program evaluation design is applied, and no single achievement test is administered State-wide. For these reasons the effect of Title I upon participants can best be seen through reviewing individual LEA evaluation studies. Some of these studies report minimal gains, some report modest gains, and some report substantial gains. From the studies reporting substantial gains in the area of reading and math achievement, the following excerpts have been selected as examples of the effect of Title I upon educationally deprived participants:

ELKIN CITY SCHOOLS

Name of Activity: Reading

Number of Participants: 45 students

2nd Grade - 5	6th Grade - 5
3rd Grade - 5	7th Grade - 5
4th Grade - 9	8th Grade - 6
5th Grade - 10	

Description of Identified Needs and of the Activity or Service Implemented to Meet Those Needs:

Improvement in reading skills was selected as the most pressing need of educationally deprived children in the Elkin City Schools. Sixty percent of the students at Elkin Elementary School in grades 2-4 were reading below grade level. Sixty percent of the students at North Elkin School in grades 5-7 were reading below grade level. These percentages were based on the results of the achievement test scores gathered in the fall of 1974. We were unable to provide services for all children showing a deficiency in

reading. Our program was designed to work with those children with the greatest deficiency in reading. A chart showing the percentage reading below grade levels by grades follows:

Grade	Test	Percentage Below Grade Level
2	CAT	63%
3	ITBS	62%
4	CAT	55%
5	CAT	56%
6	ITBS	61%
7	CAT	64%
8	ITBS	55%

Three reading programs were set up in the three schools for children in grades 2-8. A full-time reading teacher and 2 para-professionals worked with children in grades 2-7. A half-time reading teacher worked with eighth grade students at the high school during the 1974-1975 school year. Students who were one or more years below grade level in reading skills were eligible for the classes. These classes were limited to a maximum of 6 students per class so that much individual instruction could be given. This instruction was in addition to the regular classroom reading instruction.

Behavioral Objective Related to Activity or Service:

The main behavioral objective for grades 2-8 was that by June, 1975 the Title I reading participants will have improved their reading skills by five months to one year grade equivalent, depending on their ability. This was to be measured by the reading subtest of either the California Achievement Test or the Iowa Tests of Basic Skills.

Progress Made Toward Stated Objective:

Progress was made toward the stated objective. This is shown by the fact that 42 of the 45 Title I participants made at least five months progress. The three students who did not gain five months on the reading achievement

test appear to have guessed on either or both the pre-test and post-test. Therefore their test scores are possibly invalid.

At Elkin Elementary School (grades 2, 3, & 4), the gain made by Title I students ranged from 2 months gain to a gain of 2 years and 2 months. The mean gain was one year and three months for the 19 Title I students in grades 2-4.

At North Elkin School (grades 5, 6, & 7), the gain made by Title I students ranged from 8 months to a gain of 4 years and 3 months by one student. The average gain was two years and four months for the 20 Title I students in grades 5-7.

At Elkin High School (grade 8), the gain made by Title I students ranged from a two month loss to a gain of three years and four months by one student. The average gain was one year and six months for the 6 Title I students.

The pre-test and post-test gains of the 45 participants showing average gain by grade levels is as follows:

Grade	Number of Participants	Grade Equivalent Gains
2	5	1.7
3	5	1.2
4	9	1.1
5	10	2.1
6	5	2.8
7	5	2.5
8	6	1.6

Although three students did not obtain grade equivalent gains of 5 months or more, a breakdown of the range of student gains indicates that many students did make impressive gains.

Grade Equivalent Gains	Number of Participants
4.0 - 4.9	1
3.0 - 3.9	4
2.0 - 2.9	15
1.0 - 1.9	14
0.1 - 0.9	10
No Gain	1
Total	45

Seventy-five percent of the participants made grade equivalent gains of one or more years. Forty-four percent of the participants made grade equivalent gains of two or more years. These findings indicate the reading program has been successful.

Modifications Planned in the Structure of the Activity or Service:

No major modifications are planned for 1975; however, attempts will be made to improve present organizations and techniques. There is an increase in the number of participants from 45 to 75. A closer look will be taken to determine which grade level has the greatest reading deficiency.

GOLDSBORO CITY SCHOOLS

Name of Activity: Reading

The ESEA Title I Reading Program is substantially the same as for the years 1972-73 and 1973-74. This is in keeping with the data gained from the needs assessment and the proposals made by the Goldsboro City Schools.

This is the third year that Goldsboro City Schools has provided reading laboratories for target students. The plan is to keep as many of the target students as possible working in a reading laboratory as they progress to higher grade levels.

Fifteen reading laboratories were set up in five schools for target children who had been found to be reading at a comprehension level below the twenty-fifth percentile (25th percentile) when they entered grade four (4). Upper grade target students are dropped from the program as they

progress nearer to grade level or until the program is phased out in grade eight.

The target students were taught by fifteen trained certified teachers, as reading laboratory coordinators, with the help of one reading laboratory assistant in each laboratory. The students attended the reading laboratory classes in groups of twelve (12) or less for periods of forty-five (45) minutes or one (1) hour each day. Each reading laboratory coordinator had from forty to sixty students in five classes per day.

Seven hundred and ninety-three (793) students were selected in September. Thirty-eight (38) students transferred from the program, so that seven hundred and fifty-five (755) students were given the pre- and post-test. Some new students were added in grade 4 when selected students moved.

The students in grade four (4) were given the Metropolitan Reading Achievement Test, Form F, in September as a pre-test for the selection of the target students. In May, the Metropolitan Achievement Test, Form G, was given as a post-test. In grades 5, 6, 7 and 8 the target students were given the Stanford Achievement Test, Form X, in September as a pre-test. In May, the Stanford Achievement Test, Form W, was given as a post-test. These pre- and post-tests were given to all the students who attended the classes in the reading laboratories as a means of evaluating the effectiveness of the program.

The net resulting mean gain for the program for the five grades was an average of eleven (11) months. The stated objective in the proposal, to improve the reading comprehension level by an average of 7 months, was surpassed by four (4) months.

After the pre-tests were given and the weaknesses and strengths of the target students were diagnosed, personalized reading prescriptions were

written. Tests used for diagnosis included: SORT, DOLCH VOCABULARY, SPACHE, SAN DIEGO, READER'S DIGEST, METROPOLITAN DIAGNOSIS, AND BETTS. Many of the programmed materials have tests to determine the beginning level of the students. Continuous evaluations were made on the students' progress. Students worked independently, on a one-to-one basis, or in small groups according to their needs.

According to the information gained from the diagnostic tests the needs of the students varied. Students showed weaknesses in basic sight vocabulary, phonics, structural analysis, comprehension skills and other reading skills.

Many techniques and materials were implemented to help each individual master the skills they needed. The diagnosed needs of the students determined the type of instruction, the material and equipment used to help correct their difficulty. Teachers are more informed on the types of materials they need and they have added many new types of materials to the laboratories.

Individual folders were kept for each student in each laboratory. Records of skills mastered, samples of student's work, and diagnostic test results were kept in these folders. The folders were sent along with their other records as target students progressed from grade to grade.

THE STATE DEPARTMENT LANGUAGE ARTS CURRICULUM GUIDE, and BARBE'S SKILLS were used as guides for skills to be taught. Dr. Roach Vann Allen's LANGUAGE EXPERIENCE IN READING was used as a co-basal book with the HOLT, RINEHART and WINSTON state adopted reading books.

Various programmed materials were placed in each laboratory. These materials were placed in the laboratories according to the assessed needs of the participating students.

The reading laboratory coordinators worked closely with the classroom teachers in correlating the individualized reading instruction of the target students with the regular reading program. Emphasis was placed on the students' needs and areas needing improvement.

The Reading Specialist taught a full load of students in a reading laboratory and worked with the Director of ESEA, Director of Instruction, the Follow-Through Director, Director ESAA, principals, classroom teachers, reading laboratory coordinators and their assistants, to initiate, execute and evaluate the reading program according to the proposal.

It is felt that the Title I reading program was very successful. The students made remarkable growth in reading. They developed in many desirable respects; and they worked happily at their own pace and level.

No major modifications are planned for FY76; however, attempts will be made to improve present organization and techniques and minor modifications will be made as considered advisable.

The following tables substantiate the growth as explained in the narrative:

AVERAGE DAILY TITLE I ESEA READING
Goldsboro City Schools

The average mean gain by grades was as follows:

Grade 4 - 12 months
Grade 5 - 12 months
Grade 6 - 8 months
Grade 7 - 10 months
Grade 8 - 15 months

	Students Tested
Grade 4; from 1.8 to 3.0, a gain of 12 months	183
Grade 5; from 3.2 to 4.4, a gain of 12 months	190
Grade 6, from 3.7 to 4.5, a gain of 8 months	161
Grade 7, from 4.4 to 5.4, a gain of 10 months	141
Grade 8, from 4.4 to 5.9, a gain of 15 months	80
Average Mean Gain of 11 months	755

PERCENTAGE GAINS TITLE I ESEA READING PROGRAM
Goldsboro City Schools

The percentage of students and the gains made for the Title I program were as follows:

3.0 - Up months gain	4.6 per cent
2.0 - 2.9 months gain	9.8 per cent
1.0 - 1.9 months gain	41.5 per cent
.1 - .9 months gain	31.6 per cent
No Gain	12.3 per cent

GREENSBORO CITY SCHOOLS

Name of Activity: Reading

Number of Participants:

Grade One	78	Grade Four	167
Grade Two	304	Grade Five	61
Grade Three	206	Grade Six	48
	Total 864		

Approximate Cost: $398,239.00

Description of Identified Needs

The Comprehensive Test of Basic Skills was administered in December, 1973, to a sampling of 226 students in target schools at the 4.3 grade level. This testing revealed a mean grade achievement level in "Total" reading of 2.4, which is almost two years below grade level for the average child tested.

In addition, of the approximately 200 Title I students in grades 2, 3, and 4 referred to the Reading Center during the 1973-74 school year, the average student scored at the primer or below reading level on the Gray Oral Reading Test administered upon acceptance to the Center's program. Indeed, it is a common experience to receive students from the third and

fourth grade levels of Title I schools reading at the pre-primer and below reading levels, without any indication of mental retardation as a cause for their severe reading disability.

Behavioral Objectives of the Reading Program

a. By the end of the 1974-75 school year, 70% of the primary children participating in the MacMillan Tutorial Program will be reading at the first grade reading level as documented by individual progress reports and an appropriate reading achievement test.

b. It is the objective of the Reading Centers in grades one through six to help raise the student's reading score an average of one month for each month served by the Title I Reading staff.

Progress Made Toward Stated Objective

Progress was noted in the following areas:

a. Seventy-eight percent of second and third graders selected to participate in the tutorial program were reading below the first grade level. By June, 1975, 74% were reading at the first grade level. The tutorial program was successful in reaching the proposed goal.

b. The comprehension score on the Gates-MacGinitie Reading Test is the best index for reporting a child's reading score in this evaluation. A comparison of the pre- and post-test results in reading for grades 2 through 6 reveals the following gains in months between pre- and post-test:

Second Grade	.9 Months Gained
Third Grade	.9 Months Gained
Fourth Grade	1.4 Months Gained
Fifth Grade	2.5 Months Gained
Sixth Grade	2.5 Months Gained

According to the proposed objective, the reading program was very successful.

Modification

The Tutorial Program will be discontinued. Reading Centers will be implemented at those target schools.

IREDELL COUNTY SCHOOLS

Name of Activity or Service: Math - Full Term

Number of Participants: 98, Grades 2-5

Approximate Cost: $26,910.00

Description of Identified Needs, and of the activity or service implemented to meet those needs

Achievement tests given unit-wide revealed that the average math scores of Iredell County students are below the 25%ile as compared to national norms. These statistics indicate a need for special Title I concentration in the area of math. Children were identified for the program with the California Achievement Test and found to be deficient in basic concepts and computation. Ninety-two of the 98 students who qualified for the program were at or below the 25%ile in math.

The instructor set up a math lab with the assistance of an aide. Services were provided in a resource capacity in the two participating schools. Teachers had a maximum of 60 students per day. Periods were arranged in thirty to forty-five minute blocks with no more than 12 students in each group.

Teachers had five or six periods per day and included a planning session. The student, classroom instructor and math specialist cooperatively planned the student's program on a weekly basis with continued re-evaluation of skills mastered.

The labs contained activities and materials designed to create interest by the student and to meet specific needs. Individual folders and progress

reports, which contained check lists of skills, were maintained by each child. The participation in planning and evaluation gave students a feeling of direction and self-worth.

Performance Objective

The objective established for the Title I math activity was to show an academic gain of eight months by the students in grades 2-5 who participated. This was to be measured by the California Achievement Test to be administered in September, 1974 and May, 1975.

Progress Made Toward Stated Objective

Of the 98 students selected for this math activity, 96 were administered both the pre-and post-test. Average gain for the group was one year, two months which surpassed the objective of eight months. The goal was attained in all grades. More than 30% of the total showed gains over one and one-half years while two-thirds had grade equivalent gains over one year.

Modifications Planned

Decrease in the student-teacher ratio

The objective will be changed to read one month gain for each month in the program.

Standards for eligibility will be the following:

Grades 1-3	6 months below grade level
Grades 4-6	8 months below grade level
Grades 7-8	1 year below grade level

SALISBURY CITY SCHOOLS

Name of Activity: Mathematics

Number of Participants:

A remedial math lab was set up under Part C funds, operating in Henderson School, the elementary school with the largest number of Title I eligible pupils.

The lab served selected pupils who were 1 year or more below grade level on the Arithmetic Computational subtest of the Stanford Achievement Test.

Pupils from 4th - 6th grades were scheduled to the lab from its beginning in October. At mid-year it was possible to extend the help to 3rd grade pupils.

The grade level breakdown of the 45 participants:

Grade 3	10
Grade 4	7
Grade 5	10
Grade 6	18
Total	45

Approximate Cost of the Activity:

The cost of the math lab program totalled $6927, or approximately $154 per child. Approximately 82% was for the salary of the part-time teacher and 18% for instructional materials.

Description of Identified Need and the Activity Implemented

A. Need for Math.

The following data summarizes the results on the Stanford Achievement Arithmetic subtests, administered to 3rd and 6th grades in September, 1973.

	No. Tested	No. ranking in 1, 2, 3 stanines	Mean G.E.
3rd Grade			
Arith. Computation	76	47	2.3
Arith. Concepts	76	56	2.5
6th Grade			
Arith. Computation	54	28	5.0
Arith. Concepts	54	27	5.1
Arith. Application	54	26	5.0

B. Activity Implemented

A Math Lab was established to provide supplementary assistance to those pupils showing educational deprivation in the computational skills. Pupils attended the lab, staffed by one teacher, in groups of five for 30 minutes daily for the entire school year.

The Individualized Computational Skills Program (Houghton-Mifflin) used in the classrooms provided diagnostic tests which identified individual weaknesses. These results with other diagnostic instruments formed the basis for developing a diagnostic/prescriptive program for each participant. Multi-level worksheets, games and individual drill were used to achieve mastery in the identified computational skills. Individual pupil records were maintained to record progress.

Behavioral Objective Related to Activity

By June, 1975, Title I participants in Henderson Elementary School will show a month's gain for each month of instruction in Arithmetic Computation, as measured by the Arithmetic Computation subtest of the Stanford Achievement Test.

Progress Made Toward Objective

Of the 45 pupils who were selected for supplementary Computation instruction, 35 were enrolled for the entire term which began in October. The average gain by grade is as follows:

Grade	Number of Participants	G.E. Gains
3	9	1.0
4	7	1.8
5	6	.8
6	13	1.5

The objective was met for all grade levels.

71% of the pupils met the objective of one month's gain for each month of instruction, as shown in the breakdown of the range of pupil gains.

G.E. Gains	Number of Pupils	Percent of Participants
No Gain	6	17%
.1 - .6	4	11%
.7 - .9	7	20%
1.0 - 1.5	4	11%
1.6 - 2.0	10	29%
2.1 - 2.5	1	3%
2.6 - 3.0	1	3%
3.0 +	2	6%

Modifications Planned

There will be no Part C funds for the coming year. All of the expected regular allocation will be needed for the reading program so the math lab will be discontinued.

Because of the need and the significant progress noted, it will be desirable to resume the lab when sufficient funds are available.

V. EFFECTS ON EDUCATIONAL PRACTICES

Early in 1971, the State agency involved itself in a management study of the entire operation of the State Department of Public Instruction. During the process an analysis was made of the organizational structure of the Department. Following the management study, the Title I, ESEA operation, including Migrant Education, was organized into a Division of Compensatory Education.

The Compensatory Education staff was reorganized to include one Associate Director for Administrative Operations, one Associate Director for Program Operations, and one Associate Director for Migrant Operations. Six area supervisors work directly with the LEAs to improve planning operation, and evaluation of Title I projects. In five geographic areas where the State agency has established regional offices, these supervisors, although not physically located in these area offices, coordinate their efforts with the area offices.

One consultant from each academic discipline has been assigned by the Assistant Superintendent for Program Services to serve the specific needs of Compensatory Education programs. These disciplines include cultural arts; health, safety, and physical education; language arts; reading; mathematics; occupational education; science; social studies; exceptional children; and early childhood education. These consultants have two lines of responsibility; first, to the director of a particular discipline, and, secondly, to the Director of Compensatory Education. A similar cooperative arrangement operates between the Division of Compensatory Education and the Division of Pupil Personnel Services.

Coordination with other State agencies in State government has been effective, as evidenced by close working relationships with the Department of Human Resources and the Department of Corrections in programs related to mental health, social services, health, and neglected and delinquent students.

At the inception of the Title I, ESEA program, many local educational agencies did not have a systematic approach to educational planning. However, with the requirement for comprehensive planning being a part of the Title I program, each district moved in this direction. Now that the State agency is promoting comprehensive planning for the basic program, more than 100 of the local educational agencies are currently involved in specific programs of planning for the improvement of their total educational program. Furthermore, Title I, ESEA practices have made both State and local school administrators aware of the necessity of including teachers, paraprofessionals, and lay citizens in the planning of educational programs.

The State of North Carolina has rather small numbers of qualifying students enrolled in non-public schools which participate in the Title I, ESEA program. Nevertheless, local educational agencies have identified non-public schools operating in their school districts and have included these officials in the planning, development, and implementation of Title I activities to serve eligible students. As a result of this involvement, officials of the non-public schools are more aware of the educational programs in the public schools.

VI. COORDINATION OF PROGRAMS FOR THE DISADVANTAGED

Although there have been no programs funded by the State that are specifically and solely for disadvantaged children, some programs tend to serve the same target population as Title I. For example, in 1971-72 a pilot kindergarten program in 74 LEAs funded by the State served approximately 3,400 students. In 1973-74, this pilot program was expanded to provide a minimum of 2 kindergarten classes in each of the State's school districts. About 50 percent of the State's five year old children were enrolled in the program in 1974-75. By September, 1978, it is expected that all five year old children will be enrolled. Until that time, the following procedures have been established to assure that this State program serves Title I eligible students as well as non-Title I eligible students:

a. Local Educational Agencies with their entire district qualifying as a Title I project area may locate the State-supported kindergarten classes anywhere in the district provided the children who are deemed to be eligible for Title I services will have equal access with other children in the attendance area to be served by those classes.

b. Local Educational Agencies with Title I project areas and non-Title I project areas must:

   1. Determine the number of five-year-old children residing in the Title I project and non-project areas.

   2. Locate State-supported kindergarten class spaces for five-year-old children in Title I project areas in the same proportion as such children bear to the total number of five-year-old children in the applicant's district. Thus, if 161 spaces (i.e., 7 classes with 23 children each) are to be provided with State-support in a district with 1000 five-year-olds, the applicant would then determine how many spaces to the nearest class unit should be located in the applicant's Title I project area. If 600 of the 1000 five-year-olds live in eligible areas, then 60% of the 161 spaces or 96 spaces rounded to an even 4 classes

(4 x 23) would have to be provided in the Title I project area. All children in such areas would, of course, have equal access to such State-supported kindergartens.

After the children have been selected to participate in State-supported programs, Title I funds may then be used to provide kindergarten programs for those Title I eligible children in project areas who are unable to be included in the selection of children in the State-funded kindergarten.

Each LEA is required to include in its project proposal and in its yearly evaluation report a description of efforts to coordinate Title I activities with those of other federally funded programs. The SEA, in its review of project proposals, analyzes programs with a view toward determining those activities which possibly could be supported in whole or in part by funds from sources other than Title I.

Examples of activities which involved a coordinated effort between Title I and other federally funded programs are given below:

CLINTON CITY SCHOOLS

Title I cooperates with other federally funded programs in order to supplement their support and thus bring more advantages to disadvantaged students. The Emergency School Assistance Act (ESAA-Indian) has been beneficial in promoting attendance and in supplying library materials on Indian life and culture. These additional resources on Indian culture have improved their self-image, and their attitudes toward the school. Attendance is also better. The Commission on Indian Affairs has placed aides in two school libraries. This has resulted in better library services and has also helped to build a wholesome self-image. Title I works co-operatively with Headstart.

All schools participate in the Federal lunch program financed by the Department of Agriculture. The students are benefited by the milk program,

free and reduced price lunches. The use of surplus commodities helps to keep lunch prices reasonable and the lunches nutritious.

The school unit uses NDEA and Title I funds to purchase equipment and learning materials.

Some high school students are employed by Man Power, and they serve in various capacities around the schools. College students are hired under the PACE program which enables them to earn money for a college education. These students work in the schools and provide much needed services.

Teachers attend federally funded workshops when they are both available and pertinent. There is cooperation with all local, state and federal programs available in this area.

ROCKINGHAM COUNTY SCHOOLS

The Rockingham County ESEA Title I and locally funded Compensatory Reading Program constantly seeks to cooperate with other federally funded programs in the school system and in the county. Examples of this coordination are as follows:

A. ESEA Title III, Project TRI-STEP

Project TRI-STEP was located by the school system in Bethany and Stoneville Schools, two of the ESEA Title I schools. Coordination between Title I and Title III took place in the form of the sharing of information among the Title III Coordinator, Title III teachers and the Title I Reading Laboratory teachers. Project TRI-STEP provided the Reading Laboratories with psychological information on children who were participating in both programs, and the Title I Laboratories provided TRI-STEP personnel with

reading information about these same children. Great amounts of energy and effort were put forth to coordinate the learning experiences of these children both in the classroom and in the reading laboratories.

B. ESEA Title VI-B, "Early Intervention in Learning Disabilities"

The Title VI-B project was located by the school system in Happy Home and Monroeton Schools. As with Project TRI-STEP, great care was taken to share information learned by the Learning Disabilities teacher with the reading laboratories' teachers. The labs and the LD teacher shared many students and it proved quite beneficial to both programs that information was shared between them.

VII. TITLE I IN NON PUBLIC SCHOOLS

The State Title I staff charged local Title I directors with the responsibility of contacting officials of non-public schools in their administrative units, interpreting the Title I program to them and encouraging them to participate in the Title I program to the extent permitted under Federal Regulations.

A local educational agency which had non-public schools in its unit included as a part of its project proposal a response to the statement:

> "Educationally deprived children enrolled in private schools will have a genuine opportunity to participate in the Title I program on the basis of need as determined by the comprehensive assessment of the needs of all children in the eligible low-income areas. The high priority needs of private school children residing in those areas will be met with services that are comparable in scope and quality to those provided to meet the high priority needs of public school children."

In making provisions for eligible non-public school children to participate in Title I programs, directors and superintendents held conferences with officials of non-public schools, made telephone calls, and wrote letters to them informing them of the services available to their children through Title I programs.

As a part of its responsibility, the State Title I staff encourages the LEA to extend services to eligible non-public school children. However, the number of non-public school students who participated in the Title I program was extremely small. A total of 98 such participants were reported in LEA evaluation reports. Small number of participants is due to the following:

1. The State has a relatively small number of children enrolled in such schools - 54,212 compared to 1,177,860 in public schools.

2. The non-public schools have a very small number of children eligible to receive Title I services.

VIII. STAFF DEVELOPMENT

Sixty-six LEAs provided one or more coordinated inservice programs for teachers and aides during FY 75 according to data in the Evaluation Reports submitted to the State Title I office. Participating in the coordinated inservice programs were 2649 teachers, 2137 aides, 238 administrators, 161 supervisors, and 83 others. Six other LEAs reported inservice programs that were limited to teachers or aides. Participants in the inservice programs of these LEAs were not included in the above count. A total of 79 teachers and 7 others participated in these programs.

Activities reported by the LEAs in their coordinated inservice programs were quite varied. A significant number held orientation sessions in which teachers and aides met jointly to study the project and to plan for its implementation. Other districts held meetings during the year in which teachers, aides, and supervisors met to search for solutions to commonly encountered problems.

LEAs reported Title I expenditures for inservice as follows:

Kindergarten	$12,691
Reading	$75,511
Mathematics	$ 4,385
All Other	$ 6,206

Most LEAs utilized their own personnel for inservice programs. Many used consultants from universities, the State Department of Public Instruction, and commercial firms. Several examples of inservice activities follow:

LENOIR COUNTY SCHOOLS

Name of Activity or Service: Staff Development

Number of Participants: 82

Staff development for Lenoir County Title I reading and math teachers has been both well planned and a tremendous asset to the program. Each

participant has become more knowledgeable of recent trends in the fields of both reading and math. Through active participation in each area of staff development, the participants have improved their programs of instruction. Inservice courses have provided valuable assistance in the implementation of effective teaching instruction in the program of the child. The math teachers have participated in workshops which have improved their competence in the areas of math. Many ideas and suggestions were given to further strengthen the mathematics program of the child. Ideas and teaching techniques reviewed were shared with teachers in the regular program. Reading and math tutors have been well informed in the teaching procedures enumerated in each tutorial program. The numbers of participants involved in staff development were twenty-four (24) reading teachers, six (6) math teachers, thirty-four (34) tutorial reading aides and sixteen (16) tutorial math aides.

Approximate Cost of the Activity:

The approximate cost of staff development in Lenoir County Title I ESEA was approximately $7,224 for FY75.

Activity Implemented - Staff Development:

(a) Tutorial and Learning Laboratory Aides Workshops

(1) Nineteen (19) reading tutorial aides, ten (10) math tutorial aides, and one (1) tutorial field aide received a one-day retraining session on October 1, 1974. The objective was met which was to review practices and procedures in the correct implementation of the tutorial program. All aides were experienced personnel from the previous school term.

(2) In the month of October, 1975, two tutor training sessions were held for ten (10) mathematics tutorial aides and one (1) tutorial field aide. The sessions consisted of a three-day workshop and a two-day workshop. The objective was met to train tutors to use all teaching procedures specified in the math tutorial program.

(3) Meetings and workshops were held throughout the year to keep the Learning Laboratory Aides informed in the proper application of the Individualized Reading and Individualized Math Programs. The meetings and workshops were conducted under the direct supervision of the supervisor.

(b) Borg Warner Workshop

October 15, 1975, twenty-three (23) reading teachers, six (6) math teachers, and one (1) supervisor participated in an afternoon session of professional training with the Borg Warner Representative in new and improved materials for implementation in the Individualized Reading and Math Programs. The purpose of the workshop was to become knowledgeable of recent materials available, to examine recommended materials, and a refresher course for proper application of the program.

(c) Mathematics Inservice

A two-day inservice was held August 26-27, 1974 for six (6) teachers and six (6) aides in the Title I Mathematics Learning Lab Program. The workshop was conducted by Mrs. Elaine Bologna, teacher in Winston-Salem. The purpose of this

workshop was to become more knowledgeable in the preparation of teacher-made games and related materials that helped in the implementation of more manipulative services in math.

(d) EDL Workshop

A two-day EDL Workshop was held August 21 and 22, 1974 with the EDL consultant. Three (3) lab teachers participated in the workshop. The objective was met which was to become familiar and knowledgeable of the machinery, materials, and format employed in the program.

Lab Teacher's opinions:

> "The personal opinion of the lab coordinators is that the workshop was most valuable. Time was given for questions, explanations were offered, and examples were used to reinforce information. The consultant spent ample time answering our questions, going through possible alternatives, and dealing with possible problems."

(e) Reading for Slow Learners Workshops

The workshops, "Reading for Slow Learners", were conducted by Mrs. Ann Burks, Mrs. Georgia Franklin, and Dr. Uberto Price on August 21-23, 1974. Three levels of instruction were taught; K-3, 4-6, and Junior High. Fourteen (14) reading lab teachers attended and were actively involved in the workshops. Valuable information, basic ideas, suggestions, and valid techniques in the area of reading were presented to broaden the teacher's knowledge in working with slow learners.

(f) Metric System Workshops.

On August 21-22, 1974, 6 teachers attended the Metric System workshops for grades 4-6 and Junior High students. Instructors were Dr. Sherrwood Githens, Jr., and Mr. Lowell Keel.

(g) Education 316Gb - Phonics in Reading and Spelling

Individualized Reading Teachers received instruction in the teaching of word analysis and dictionary skills as an aid to word perception. Mrs. Elsie Eagan was the instructor. The course consisted of ten three-hour sessions, December 5 - February 20, 1975. Twenty (20) teachers and one (1) supervisor participated in the class. The primary objectives were fulfilled: (1) basic ideas and valid techniques in the area of word analysis and (2) suggestions to improve use of the dictionary in yielding better instruction in reading.

(h) Individualized Reading Teachers

1. One (1) supervisor and fourteen (14) reading teachers attended the North Carolina International Reading Conference in Greensboro, North Carolina which was held March 12-15, 1975.

(i) Education 312 a, b, c, - Improvement of Reading Instruction in the Elementary Grades--Diagnosis, Remediation, and Practicum

June 16 - July 11, 1975, eleven (11) reading teachers actively participated in a course of intensive study of remedial reading techniques as well as testing and diagnosing. Dr. Mabel Laughter was the instructor and the course was offered through the Division of Continuing Education of East Carolina University.

Teacher's Opinions:

> "Day by day, step by step, the stages of diagnosis and remediation were outlined and practiced under Dr. Laughter's supervision. Those of use who took this course will do a bett r job with remedial students hencefcrth."

> "The objective was achieved. I feel very competent in my ability to diagnose and remediate in the reading lab program."

"This course was excellent. I felt it answered many of the questions I have had in the past about testing and interpretation of the test. This course also made me feel confident in diagnosis and how to work with the students to remediate the problems."

MONTGOMERY COUNTY SCHOOLS

Name of Activity: Inservice Education

Number of Participants:

Professional Staff	(N=12)
Paraprofessional Staff	(N=15)
Total	(N=27)

Cost of Service: $2,239.00

The purpose of the Inservice Education Program is to provide professional and paraprofessional staff members opportunities to acquire more knowledge about important educational topics related to educationally disadvantaged students. Topics such as child development are covered in workshops and seminars. The major behavioral objectives of the program are (1) Reading teachers and aides employed in the 1975 Title I Program will improve their knowledge of and application of effective diagnostic techniques and teaching methods as a result of their participation in workshops, college courses, and local inservice sessions during the 1974-75 school year and (2) Title I kindergarten teachers and aides will increase their knowledge and understanding of child growth and development and their teaching methods as a result of their participation in college courses, local inservice programs and workshops.

Progress toward attainment of the two objectives was assessed by an opinionnaire measuring both teachers' and aides' beliefs concerning their levels of competences in various areas of education (e.g. teaching methodology, educational diagnosis, classroom discipline, etc.). Both teachers including kindergarten and aides were administered the opinionnaire in the

OPINIONNAIRE

The purpose of this opinionnaire is to survey your present level of competencies in the following areas:

TEACHING PROCESS	POOR ----- COMPETENCY ------- GOOD								
	1	2	3	4	5	6	7	8	9
1. Applying teaching methodology---	( )	( )	( )	( )	( )	( )	( )	( )	( )
2. Guiding and counseling the student----------	( )	( )	( )	( )	( )	( )	( )	( )	( )
3. Managing classroom discipline---	( )	( )	( )	( )	( )	( )	( )	( )	( )
4. Diagnosing student competence---	( )	( )	( )	( )	( )	( )	( )	( )	( )
5. Organizing the day's instruction	( )	( )	( )	( )	( )	( )	( )	( )	( )
6. Obtaining and using materials---	( )	( )	( )	( )	( )	( )	( )	( )	( )
7. Keeping track of individual student progress----------	( )	( )	( )	( )	( )	( )	( )	( )	( )
8. Coping with different student abilities----------	( )	( )	( )	( )	( )	( )	( )	( )	( )
9. Coping with different cultural habits----------	( )	( )	( )	( )	( )	( )	( )	( )	( )
10. Handling contacts with parents--	( )	( )	( )	( )	( )	( )	( )	( )	( )
11. Gaining respect of students-----	( )	( )	( )	( )	( )	( )	( )	( )	( )
12. Maintaining student motivation--	( )	( )	( )	( )	( )	( )	( )	( )	( )
13. Other----------	( )	( )	( )	( )	( )	( )	( )	( )	( )

fall of 1974 and again in the spring of 1975. Pre- and Post-test data on the 12 item scale were calculated. Low scores on the nine point scale indicated beliefs of poor competency in various educational topics, and high scores on the scale reflect good or great competency in various educational topics. Data from the opinionnaire are reported below:

Pre- and Post-Test Means of Items on the Opinionnaire

Items	Mean Pre-Test Score	Mean Post-Test Score	Gain
1	5.0	6.9	1.9
2	5.7	7.2	1.5
3	6.1	7.3	1.2
4	5.8	6.8	1.0
5	5.6	7.4	1.8
6	5.0	6.7	1.7
7	5.9	7.5	1.6
8	5.2	6.9	1.7
9	5.3	7.1	1.8
10	5.8	7.0	1.2
11	5.6	7.4	1.8
12	5.2	7.3	2.1

Data reported indicated that teachers and aides believed they were more competent in various educational fields at the end of the 1974-75 school year than in the beginning of the year. Since a number of workshops and seminars concerning reading and curriculum development were conducted during the 1974-75 school year, these experiences seemed to influence teachers' and aides' beliefs in their educational competencies. The two behavioral objectives of the inservice program were attained as indicated by the data in the above chart (Pre- and Post-Test Means of Items on the Questionnaire).

No major modifications are planned for the current year (1975-1976) in the inservice program. The program will continue to emphasize workshops

and seminars on educational topics for teachers and aides which directly reflect the education of educationally deprived students.

IX. COMMUNITY AND PARENT INVOLVEMENT

The primary goal for the participation of parents in Title I program activities in North Carolina is to build the capabilities of parents to work with the school in a way which supports their children's well-being, growth, and development.

A review of the 1975 evaluation reports submitted by LEAs to the SEA indicates that parents and the community were involved in many aspects of Title I activities. Participation of parents was reported as follows:

Participants in School Advisory Committees: 5,099
Participants in District Advisory Committees: 1,779
Participants in Title I Activities: 6,940

Some examples of Parent and Community Involvement follow:

KINSTON CITY SCHOOLS

Community and Parent Involvement

A. Nature and Extent of Community and Parent Involvement in Project - This year more than any year in the past, there has been more community and parent involvement in the Title I programs. Our PAC chairperson has received enthusiastic support from parents, principals, and classroom teachers. The local newspaper has given good coverage to PAC activities. A local Black city council member participated in our organizational meeting in addition to over 200 parents. The Parent Newsletter was distributed monthly to parents and interested citizens. Parents accompanied students and teachers when they went on local excursions and field trips. Many of our parents developed a feeling of concern and responsibility for parent involvement in Title I activities. They

contributed at council meetings by questioning current procedures and by making suggestions and plans for future activities. After making plans, the council supported the project and carried it through to completion.

The school superintendent attended the training session for new council members and the exchange of questions and answers was good.

Our PAC chairperson visited the State Title I office where the Kinston PAC had provided the bulletin board exhibit of PAC activities. While in Raleigh, she visited an exemplary program in the Raleigh School System. The nurse-social worker and program coordinator accompanied her on this trip. (A very close rapport has been established between Title I central office staff and the PAC chairperson and committee members.)

Our PAC chairperson was selected to represent North Carolina at the National PAC Workshop in Washington, D.C. Our local council was very pleased that their chairperson was selected to help represent our state. The Council felt very proud that their activities had been noted at the state level.

At the close of the school year, a banquet was held in a local restaurant for PAC members and Title I central office staff. At this meeting, an evaluation and planning session was conducted with parent survey results being shared with the council members.

Throughout the school year, pictures were taken of parent involvement activities. This feature seemed to keep interest alive and continuing.

B. Contributions Made by Title I Advisory Committee-Some of the contributions that the Title I Advisory Committee accomplished were:

1. Sanctioned parent participation in vision-screening for Title I students. The nurse-social worker trained parent volunteers.
2. Kindergarten Parents' Workshop - Two workshops were involved with parents making simple learning games that they could use at home with their children.
3. Open Houses - Parents of Title I students visited the various programs and learned more about what their children were learning at school.
4. Parents assisted teachers on local excursions, field trips, and picnics.
5. PAC furnished bulletin board display at the State Title I office.
6. PAC chairperson visited state Title I office and exemplary program in Raleigh City Schools.
7. PAC chairperson was selected as one of two parents to represent North Carolina at National Parents Meeting in Washington,D.C.
8. Planning and Evaluation dinner meeting for PAC members.

C. Composition of PAC Committee - This committee is composed entirely of parents having children in Title I programs. The committee members equally represent the four Title I schools.

THOMASVILLE CITY SCHOOLS

Community and Parent Involvement

The Council is a system-wide Parent Council, the membership of which is composed of at least one more than a simple majority of parents of children eligible to be served by Title I activities of this project. The selection of the members of the Council was by appointment and by receiving volunteers. The Council met on call and held five meetings during the year. The Council and other interested citizens had open access to Title I provisions and regulations; current and past Title I projects and all evaluations in appropriate detail and at appropriate times. The Council was also given an opportunity to become actively involved in project planning and development. The Council also was realistically involved in the operation of all Title I activities. The Council visited as a group all Title I activities in our unit during the school year. There were nine people on the council. Six were parents of eligible Title I children.

The ESEA staff made extensive efforts to involve the parents and the community in school activities related to the reading program. Parents of all of the children were invited to visit and observe classes at any time. Classroom teachers involved the reading teachers in activities which included parents, thus promoting interaction. Seventy percent of the parents of Title I participants visited the reading labs during the academic year. They observed classes, had conferences with the teacher, and some used the materials and equipment themselves.

Many parents attended the regularly scheduled P.T.A. open house meetings. They became better informed about Title I projects through

programs dealing specifically with Title I. Follow-up visits to the labs were made. Teachers encouraged parents to visit early in the year and gave them specific goals to work on at home with the child. Group meetings and individual conferences were planned in an effort to promote understanding and to involve parents of the deprived children in the total program. In some instances, it was necessary to make home visits to establish contacts with the parents or guardians. Wide use was made of notes, letters, notification of progress, and telephone calls. In general, it was reported by the staff that there was a definite increase in parent involvement and interest in student well-being, growth and development over previous years of Title I activity. No one doubts the positive effects of parental involvement in the educational process.

The P.T.A. Council, which consists of parent representatives from all schools in the system, continuously studies the educational program and suggests areas of greatest need. These suggested needs are incorporated into the Title I program where applicable. At one council meeting during the year a report on the Title I project is presented for discussion.

Houseparents serve as parents for the neglected children. Reading tutors kept in regular contact with the houseparents and the regular public school teachers of each student. The three worked as a team to meet the needs of each participant. The houseparents participated in P.T.A. and other school activities, observed Title I programs, and conferred with the teachers and tutors of neglected children who had learning difficulties. The Institutional Home School Coordinator served as a liaison between the institution and the school programs and scheduled conferences with teachers, houseparents, and caseworkers.

Appendix A

ANNUAL EVALUATION REPORT FOR FY 75
NORTH CAROLINA - TITLE I, ESEA

Date Due: Submit three (3) copies on or before September 15, 1975.

1. PROGRAM STATISTICS - END OF FISCAL YEAR 1975

   Complete attached "Program Statistics Report".

2. COORDINATION WITH OTHER FEDERAL PROGRAMS

   Describe your efforts to coordinate Title I activities with those of other federally funded programs. Identify the other programs and agencies involved.

3. COMMUNITY AND PARENT INVOLVEMENT

   Describe the nature and extent of community and parent involvement in your Title I project. Briefly describe the contributions made by the Title I Advisory Committee. Indicate, also, the makeup or composition of your advisory committee.

4. DESCRIPTIVE EVALUATION BY ACTIVITY OR SERVICE

   Prepare a separate descriptive evaluation for each activity and for each service included in your Title I project, your Carry Over project, and, if applicable, your Part C project. (For example, prepare one description for reading, one for health-medical, one for staff development, etc.)

   Activities and services designed specifically for: (a) dropouts, (b) handicapped, (c) non-English speaking, (d) private schools, and (e) neglected children must be evaluated and reported separately.

   The following information must be included in the descriptive evaluation of an activity or service:

   A. Name of the activity or service (reading, for example)

      1) Number of participants (total, and an age or grade breakdown)

      2) Approximate cost of the activity or service

      3) Description of identified needs, and of the activity or service implemented to meet those needs

      4) Behavioral objective(s) related to the activity or service

5) Progress made toward stated objective(s) (Cite evidence to substantiate your conclusion)

6) Modifications planned in the structure of the activity or service

5. EFFECTS ON EDUCATIONALLY DEPRIVED

A. What effect has Title I had upon the educational achievement and attainment of educationally deprived children in your unit? Submit specific analysis and interpretations made of test data and other quantitative or qualitative information that indicates that Title I has or has not made a difference upon the educational achievement and attainment of educationally deprived children in your unit. Relate you conclusion to previous data and to current national and/or local norms.

B. Evaluate the success of Title I in bringing compensatory education to children from non-public schools. Submit specific analysis and interpretations made of test data and other quantitative or qualitative information that indicates that Title I has or has not made a difference upon the educational achievement and attainment of educationally deprived children in non-public schools participating in the Title I program. Relate your conclusions to previous data and to current national and/or local norms.

C. Attach as an appendix report of pre-test and/or post-test data utilized in the evaluation of Title I separately for public and non-public school children participating in the Title I program. The attached "ESEA, Title I Test Report, FY 75 Evaluation" indicates the format to be used in reporting test data.

PROGRAM STATISTICS REPORT

Title I ESEA - FY 1975

Combined Part A, Part C and Carry over

School District | Code

Regular Term

Summer Term

A PARTICIPATION STATISTICS

1 Unduplicated County by Grade, Public and Non-Public

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Public														
Non-Pub														

GRAND TOTAL

2 Participants by Handicap

Mental Retard	Hard of Hearing	Deaf	Speech Impaired	Visual Handic.	Emotion-Disturb.	Crippled	Health Impaired

3 Participants in program for Neglected

4 Parents of Title I Participants who participated in advisory committees and in Title I Program Activities

School Advisory Committee	District Advisory Committee	Title I Activities

B STAFFING STATISTICS (Express in Terms of full-time equivalents)

1 Total

Professional		Para-Professional	
Public	Non-Public	Public	Non-Public

2 Staff Development Participants

Teachers	Aides	Administrators	Supervisors	All Other

C EXPENDITURES (Rounded to nearest dollar)

1 Expenditure for

Staff Development				Parent Councils	Parent Activities
Kind.	Reading	Math	All Other		

2 Expenditures for Salaries

Teachers							
Kind.	Elem.	Sec.	Handicap.	Aides	Super.	Admini.	Counsel.

Psy.	Test	Soc.Wk.	Attend.	Nurse	Clerical	Other

D PARTICIPANTS, STAFFING AND EXPENDITURES BY INSTRUCTIONAL ACTIVITY

1 Participants

Kind.	Reading	Math	Handicap	Others (Specify in Columns 1-4) (1)	(2)	(3)	(4)

2 Staffing (Full Time Equivalents)

	Kind.	Reading	Math	Handicap	(1)	(2)	(3)	(4)
Prof.								
Para-P.								

3 Expenditures (Rounded to nearest dollar)

Kind.	Reading	Math	Handicap	Others (Specify in Columns 1-4) (1)	(2)	(3)	(4)

E PARTICIPANTS, STAFFING AND EXPENDITURES BY SUPPORT SERVICES

1 Participants

Guid.	Health	Soc.Work	Handicap	Others (Specify in Columns 1-4) (1)	(2)	(3)	(4)

2 Staffing (Full Time Equivalents)

	Guid.	Health	Soc.Work	Handicap	Others (Specify in Columns 1-4) (1)	(2)	(3)	(4)
Prof.								
Para-P.								

3 Expenditures (Rounded to nearest dollar)

Guid.	Health	Soc.Work	Handicap	Others (Specify in Columns 1-4) (1)	(2)	(3)	(4)

Report on this form data secured from the following tests:

1. California Achievement Test (1970 Ed.)
2. Comprehensive Test of Basic Skills (1968 Ed.)
3. Gates MacGinitie Reading Tests
4. Iowa Test of Basic Skills (1971 Ed.)
5. Metropolitan Achievement Test (1970 Ed.)
6. Sequential Tests of Educational Progress, STEP, Series II (1969 Ed.)
7. SRA Achievement Series (1971 Ed.)
8. Stanford Achievement Tests (1964 Ed.)

ESEA, Title I TEST REPORT
FY 1975 Evaluation

Administrative Unit_____

Code_____

Signed_____

Title_____

Date_____

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)					(10)
Grade	No. Schools	Month and Year	Name of Tests and Subtests	Level	Form	Mean* Score	Number Tested	Number of Students (Percentile Ranks)					Pre or Post
								1-10	11-25	26-50	51-75	76-99	

*In Raw Scores, if available; otherwise, specify type of score:

_____grade equivalent, _____percentile, _____stanine, _____other, specify_____

PROGRAM STATISTICS REPORT

Title I ESEA - FY 1975

Combined Part A, Part C and Carry over

North Carolina Total	
School District	Code

Regular Term	X
Summer Term	

A. PARTICIPATION STATISTICS

1. Unduplicated County by Grade, Public and Non-Public

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Public	11184	14129	19539	18796	16705	13935	11848	6200	4207	2480	1621	759	438	121841
Non-Pub	---	11	26	15	15	8	9	9	5					98
											GRAND TOTAL			121939

2. Participants by Handicap

Mental Retard	Hard of Hearing	Deaf	Speech Impaired	Visual Handic.	Emotion-Disturb.	Crippled	Health Impaired
261	32		393				40

3. Participants in program for Neglected

899

4. Parents of Title I Participants who participated in advisory committees and in Title I Program Activities

School Advisory Committee	District Advisory Committee	Title I Activities
5099	1779	6940

B. STAFFING STATISTICS (Express in Terms of full-time equivalents)

1. Total

Professional		Para-Professional	
Public	Non-Public	Public	Non-Public
2508.9	6.2	3,380.5	3.5

2. Staff Development Participants

Teachers	Aides	Administrators	Supervisors	All Other
2728	2137	242	162	85

C. EXPENDITURES (Rounded to nearest dollar)

1. Expenditure for

Staff Development				Parent Councils	Parent Activities
Kind.	Reading	Math	All Other		
12691	75511	4385	6206	4861	1902

2 Expenditures for Salaries

Teachers							
Kind.	Elem.	Sec.	Handicap.	Aides	Super.	Admini.	Counsel.
5146098	15587929	1131058	237884	11728703	1128153	1791458	114981

Psy.	Test	Soc.Wk.	Attend.	Nurse	Clerical	Other
96255	86195	851022	115970	311657	630158	307882

D PARTICIPANTS, STAFFING AND EXPENDITURES BY INSTRUCTIONAL ACTIVITY

1 Participants

Kind.	Reading	Math	Handicap	Others (Specify in Columns 1-4) (1) Occ.Ed.	(2) Music	(3)	(4)
11184	97517	16270	1303	585	150		

2 Staffing (Full Time Equivalents)

	Kind.	Reading	Math	Handicap	(1) Occ.Ed.	(2) Music	(3)	(4)
Prof.	1180	1604	205.3	29.5	11	1		
Para-P.	459	2615.8	335.8	8.5				

3 Expenditures (Rounded to nearest dollar)

Kind.	Reading	Math	Handicap	Others (Specify in Columns 1-4) (1) Occ.Ed.	(2) Music	(3)	(4)
7173405	24016176	3054066	325684	129272	10468		

E PARTICIPANTS, STAFFING AND EXPENDITURES BY SUPPORT SERVICES

1 Participants

Guid./Psy.	Health	Soc.Work	Handicap	Others (Specify in Columns 1-4) (1)	(2) Media	(3)	(4)
3729	22024	32030	511		3922		

2 Staffing (Full Time Equivalents)

	Guid./Psy.	Health	Soc.Work	Handicap	Others (Specify in Columns 1-4) (1)	(2) Media	(3)	(4)
Prof.	17	42.9	94.6	4.0		1.5		
Para-P.	.5	14.2	18.8	3.0		1.0		

3 Expenditures (Rounded to nearest dollar)

Guid./Psy.	Health	Soc.Work	Handicap	Others (Specify in Columns 1-4) (1)	(2) Media	(3)	(4)
221167	465803	1068266	58261		35503		

PROGRAM STATISTICS REPORT
Title I ESEA - FY 1975
Combined Part A, Part C and Carry over

Appendix C

North Carolina Total | School District Code

Regular Term
Summer Term X

PARTICIPATION STATISTICS

1 Unduplicated County by Grade, Public and Non-Public

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Public	188	341	416	430	386	242	178	100	6	5	10	27	17	2346
Non-Pub														------
											GRAND TOTAL			2346

2 Participants by Handicap

Mental Retard	Hard of Hearing	Deaf	Speech Impaired	Visual Handic.	Emotion-Disturb.	Crippled	Health Impaired
0	0	0	0	0	0	0	0

3 Participants in program for Neglected: 49

4 Parents of Title I Participants who participated in advisory committees and in Title I Program Activities

School Advisory Committee	District Advisory Committee	Title I Activities
114	144	158

STAFFING STATISTICS (Express in Terms of full-time equivalents)

1 Total

Professional		Para-Professional	
Public	Non-Public	Public	Non-Public
139	0	81	0

2 Staff Development Participants

Teachers	Aides	Administrators	Supervisors	All Other
78	65			

EXPENDITURES (Rounded to nearest dollar)

1 Expenditure for

Staff Development				Parent Councils	Parent Activities
Kind.	Reading	Math	All Other		
116	18818	10740			

2 Expenditures for Salaries

Teachers							
Kind.	Elem.	Sec.	Handicap.	Aides	Super.	Admini.	Counsel.
12675	113127	575		29740	2888	345	

Psy.	Test	Soc.Wk.	Attend.	Nurse	Clerical	Other
	612	487			837	5163

D PARTICIPANTS, STAFFING AND EXPENDITURES BY INSTRUCTIONAL ACTIVITY

1 Participants

Kind.	Reading	Math	Handicap	Others (Specify in Columns 1-4) (1)	(2)	(3)	(4)
188	1860	418					

2 Staffing (Full Time Equivalents)

	Kind.	Reading	Math	Handicap	(1)	(2)	(3)	(4)
Prof.	19	110	14					
Para-P.	25	56.5	12.5					

3 Expenditures (Rounded to nearest dollar)

Kind.	Reading	Math	Handicap	Others (Specify in Columns 1-4) (1)	(2)	(3)	(4)
28515	160660	31478					

E PARTICIPANTS, STAFFING AND EXPENDITURES BY SUPPORT SERVICES

1 Participants

Guid.	Health	Soc.Work	Handicap	Others (Specify in Columns 1-4) (1)	(2)	(3)	(4)
		220					

2 Staffing (Full Time Equivalents)

	Guid.	Health	Soc.Work	Handicap	(1)	(2)	(3)	(4)
Prof.			2					
Para-P.								

3 Expenditures (Rounded to nearest dollar)

Guid.	Health	Soc.Work	Handicap	Others (Specify in Columns 1-4) (1)	(2)	(3)	(4)
		804					

YEARLY PLAN

DIVISION Compensatory Education AREA

SCHOOL YEAR 1975-76 DATE APPROVED BY

1. DIVISION STATUS REPORT

The Division administers the Title I ESEA program for educationally disadvantaged students and for migrant students, and provides technical assistance to four federally funded Follow Through projects in North Carolina.

For the year 1974-75, North Carolina was allocated more than 47.5 million dollars of Title I, ESEA money. Approximately 5.6 million dollars of additional compensatory money was allocated for other special programs - migrant, handicapped, neglected, delinquent and adult corrections.

After assessing the educational and related needs of educationally deprived students, including the migrant, handicapped, neglected and delinquent, each local education agency planned Title I programs to meet the most pressing identified needs. These programs served approximately 145,000 students. Among the most commonly planned activities to meet the special needs of educationally deprived students are the following: Language Arts-Reading, Kindergarten, Mathematics, Health Services and Social Services. A variety of other activities were also implemented.

For the year 1974-75, North Carolina was allocated 1.6 million dollars for developing educational programs for migratory children of migratory agricultural workers. This allocation was received under the provisions of the Elementary and Secondary Education Act as amended. These funds were used to provide services to the eligible children according to the needs determined through needs assessments conducted in those LEAs which had a concentration of migratory children. More than 8,000 children were enrolled in migrant education programs in North Carolina during 1974-75. They were provided with services above and beyond those which were available through state, local or other federal funds.

Follow Through is a federally funded program designed for children from low-income families in kindergarten to third grade and builds on the foundations provided by a full-year Head Start or similar pre-school program. For the year 1974-75, the four North Carolina Follow Through programs served approximately 2,500 students in kindergarten and grades 1-3. For these students and programs, more than 1.4 million dollars was allocated to

Follow Through Programs in North Carolina. The four Follow Through Projects are located in Durham County, Johnston County, Goldsboro, and on the Cherokee Indian Reservation. The SEA budget amounted to $16,478. The 1975-76 program basically will provide technical assistance for existing Follow Through Projects.

Some common weaknesses noted in Title I on-site visits were (1) limited coordination between basic and special activities, (2) failure to implement activity as described in the project, (3) excessive use of highly structured instructional techniques, and (4) limited participation of and dissemination to groups outside the public school establishment.

The Division of Compensatory Education has a number of strong points. A total of more than fifty-three million dollars is channeled through the Division to local education agencies and institutions. The Division is staffed with twenty-two professional persons. Additional consultants are available from other Divisions in the Department to assist in the development and operation of compensatory programs.

Activities funded from Title I, ESEA operate within the following restraints: (1) these funds must be limited to use in compensatory programs for a specified target group, (2) these funds must be used only for programs specifically designed for educationally deprived students, and (3) these funds may not be used to supplant local and State efforts. These restraints prevent Title I programs from serving all students in a school and prohibit the funding of basic or general programs from Title I sources.

2. DIVISION PRIORITIES IN RANK ORDER

On the basis of the status study, the priorities for the Division of Compensatory Education are to:

1. Provide supervisory control of LEA projects to assure compliance with State and federal requirements.

2. Foster development of LEA and SEA plans to assess needs of educationally deprived students and migratory students.

3. Foster development of effective specially designed instructional activities for educationally deprived students and migratory students.

4. Develop effective means of improving SEA and LEA staff competency to work in the area of compensatory education and migrant education.

5. Provide technical assistance to the North Carolina Follow Through Programs.

6. Administer the Migrant Student Record Transfer System in North Carolina.

7. Foster increased support for and involvement in compensatory education by teachers, students, parents, the community at large, government agencies, and private non-profit organizations.

8. Foster development of effective specially designed instructional support activities for educationally deprived students and migratory students.

3. SEA CONTINUING OBJECTIVES THE DIVISION OF COMPENSATORY EDUCATION WILL EMPHASIZE

(Please check appropriate objective [s].)

1. Be qualified to either continue formal education or become employed.

2. Demonstrate competencies in the arts sufficient to enable the student to make wise value judgments and to make creative use of his artistic talents.

3. Demonstrate the skills, knowledge, attitudes, and habits necessary to develop sound mental and physical health.

4. Demonstrate the skills, knowledge, attitudes, and habits necessary for effective and responsible citizenship.

5. Demonstrate the skills, knowledge, attitudes, and habits necessary to develop constructive human relationships.

6. Demonstrate scientific literacy.

7. Demonstrate communication and computational skills.

8. Complete an elementary-secondary school program.

9. Find school satisfying and will develop an appreciation for and a belief in learning.

Although the Division of Compensatory Education is working toward the fulfillment of each of the continuing objectives, primary emphasis will be given to objectives 3, 4, 7 and 9.

4. DIVISION'S SPECIFIC OBJECTIVES FOR YEARLY PLAN

1. By June, 1976, each local education unit with compensatory education programs in reading and/or math will have adopted as a minimal objective that participants will average the equivalent of one (1) month gain for each month of program participation.

2. By June, 1976, each local education unit with a compensatory education pupil personnel and health activities will have adopted the objective of funding those activities primarily from State, local or other sources, and secondarily from Title I.

3. By June, 1976, each local education agency will have made plans to limit its compensatory instructional emphasis to the basic skill areas of communication and/or computation.

4. By June 30, 1976, twenty new community-based programs for handicapped or delinquent children will be prepared, approved and in operation.

5. By June, 1976, migrant education projects will have been in operation in all LEAs which have a concentration of migratory agricultural workers or fishermen.

6. By June, 1976, the Migrant Education section of the Division of Compensatory Education will be able to demonstrate interstate cooperation and coordination of programs.

7. By May 30, 1976, an evaluation instrument will have been developed for use in the Follow Through Program.

8. By October, 1975, each LEA and each Title I participating school will be able to demonstrate the active involvement of parent councils in local compensatory education projects.

9. By June 1976, a State level Migrant parent advisory committee will have been formed.

10. By October 31, 1975, provide appropriate workshop for Parent Advisory Committees (PAC) and other interested Follow Through groups, staff, and other State and local staffs interested in parent involvement.

11. By June 1976, all local Migrant project personnel will have had an opportunity to participate in appropriate staff improvement activities.

12. To assess, by October 1, 1975, the short-range staff development needs and to plan experiences appropriate to those needs.

13. By April, 1976, plan and conduct a Compensatory Education Fair to focus on successful reading projects in North Carolina.

5. DIVISION STRATEGIES CONSIDERED

1. To provide assistance to each local education unit as they prepare FY 1977 Title I projects and Migrant education projects.

2. To assist other agencies to prepare Title I projects for community-based programs for handicapped or delinquent children.

3. To review for approval each local education unit's Title I and Migrant Education proposals for FY 1977.

4. To visit each Compensatory Education project at least once each year.

5. To devise and implement procedure to monitor for program effectiveness as well as legal compliance.

6. To make on-site visits to each project for the purposes of rendering assistance and receiving information relevant to Follow Through Programs.

7. To visit each new Title I program for handicapped or delinquent by December 1, 1975.

8. To coordinate efforts to deliver technical assistance to Compensatory Education programs.

9. To identify exemplary instructional programs, and to develop or cause to be developed by April, 1976, prototype components of compensatory education programs in reading and math.

10. To provide leadership from within the Division to coordinate Department efforts to modify basic education program to better meet needs of educationally deprived students.

11. To inform educators, parents, and others of the current status of and the need for Compensatory Education, and to disseminate information about successful programs.

12. To implement system for determining comparability.

13. To implement an assessment plan which will provide data about educationally deprived students as a group, and to work with other divisions in planning, implementing, and evaluating special programs designed to meet needs identified.

14. Conduct surveys in LEAs to determine the location and eligibility of migrant children.

15. To provide for a coordinated evaluation of Follow Through activities by developing a checklist that will be used to evaluate Follow Through activities.

16. To promote development of improved parent and advisory councils.

17. To sponsor a State Leadership Conference for parents of Follow Through children in order to assist them in participating in all components of the Follow Through Program.

18. To attend local Follow Through projects of Parent Advisory Committees in order to participate in the meetings and to disseminate information of interest to the PACs.

19. To sponsor a status study of teachers, consultants, supervisors, aides, and others involved in compensatory instruction and to plan and implement staff development workshops and institutes on topics related to compensatory education.

20. To plan and/or conduct workshop for local Compensatory Education program staff to assist them to develop skills required.

21. To provide annually an opportunity for each State Compensatory Education staff member to acquire additional competencies as a consultant.

22. To promote a greater involvement of Department personnel at State and Regional Service Center levels in the planning, operation, monitoring, and evaluation of Compensatory Education in the various instructional and supportive areas.

23. To participate in State level school accreditation procedures as they relate to compensatory education programs in local education units.

24. To plan and conduct an Education Fair - (Reading).

25. Participate in 505 Management of Migrant Education study.

26. Administer NIE Demonstration Projects in Charlotte and Winston-Salem.

6. STRATEGIES SELECTED

a. STRATEGY	b. CLIENT GROUP	c. SPECIFIC TASK	d. RESPONSIBILITY	e. REQUIRED PERSONNEL, EQUIPMENT, ETC.	f. IMPLEMENTATION BY MONTH
1					1975: Sep, Oct, Nov, Dec — 1976: Jan, Feb, Mar, Apr, May, June, July, Aug
Assist LEAs to plan FY 1977 projects	LEAs	1. Revise application forms and instructions	1. Comp.Ed.	1. Staff Assoc.Dir.	Oct → Dec
		2. Conduct area meetings devoted to project planning and preparation	2. Comp.Ed.	2. Staff Area Supvr.	Jan → Feb
		3. Provide technical assistance to LEAs as required	3. Comp.Ed. Other Divisions	3. Area Supvr. Consultants	Jan → May
		4. Encourage LEAs to concentrate on basic skills in FY 1977 project	4. Comp.Ed.	4. Director Staff	Mar → June

6. STRATEGIES SELECTED

a. STRATEGY	b. CLIENT GROUP	c. SPECIFIC TASK	d. RESPONSIBILITY	e. REQUIRED PERSONNEL, EQUIPMENT, ETC.	f. IMPLEMENTATION BY MONTH (1975: Sep, Oct, Nov, Dec; 1976: Jan, Feb, Mar, Apr, May, June, July, Aug)
2					
Assist in planning and implementing projects for community-based programs for delinquent or handicapped	Institutions for Delinquent and/or Handicapped	1. Identify need for community-based programs	1. Comp.Ed. Institutions	1. Assoc.Dir. Instit. Staff	→ Dec
		2. Plan community-based programs	2. Comp.Ed. Institutions	2. Assoc.Dir. Instit. Staff	→ Mar
		3. Review programs	3. Comp.Ed.	3. Dir. Assoc.Dir.	→ Apr
		4. Approve community-based programs	4. Comp.Ed.	4. Director Assoc.Dir.	→ June
		5. Implement community-based programs	5. Institutions	5. Instit. Staff	→ June

6. STRATEGIES SELECTED

a. STRATEGY	b. CLIENT GROUP	c. SPECIFIC TASK	d. RESPONSIBILITY	e. REQUIRED PERSONNEL, EQUIPMENT, ETC.	f. IMPLEMENTATION BY MONTH
3					1975: Sep, Oct, Nov, Dec — 1976: Jan, Feb, Mar, Apr, May, June, July, Aug
Review 1976 projects approval (Title I, neglected, handicapped, delinquent, adult correction and Migrant, both summer and regular year)	LEAs	1.Receive projects	1.Comp.Ed.	1.Staff	→ Sep; → Mar–Apr
		2.Edit project	2.Comp.Ed.	2.Proj. Control	→ Mar–Apr
		3.Project Review	3.Comp.Ed. Other Divisions	3.Area Supvr. Consultants	→ Sep; → Mar–May
		4.Fiscal Review	4.Audit Acct.	4.Accountants	→ Sep; → Mar–May
		5.Negotiation of project revisions	5.Comp.Ed.	5.Area Supvr.	→ Sep; → Apr–June
		6.Project acceptance	6.Comp.Ed.	6.Director	→ Sep; → Apr–July
		7.Project approval	7.Comp.Ed.	7.Director	→ Sep–Oct; → Apr–July

6. STRATEGIES SELECTED

a. STRATEGY	b. CLIENT GROUP	c. SPECIFIC TASK	d. RESPON-SIBILITY	e. REQUIRED PERSONNEL, EQUIPMENT, ETC.	f. IMPLEMENTATION BY MONTH (1975: Sep, Oct, Nov, Dec; 1976: Jan, Feb, Mar, Apr, May, June, July, Aug)
Conduct site visits	LEAs	1.Schedule visit	1.Comp.Ed.	1.Assoc. Dir. Area Supvr.	
		2.Conduct visit	2.Comp.Ed.	2.Area Supvr.	
		3.Follow-up letter	3.Comp.Ed.	3.Area Supvr.	
		4.Follow-up visit as required	4.Comp.Ed.	4.Area Supvr.	

6. STRATEGIES SELECTED

a. STRATEGY	b. CLIENT GROUP	c. SPECIFIC TASK	d. RESPONSIBILITY	e. REQUIRED PERSONNEL, EQUIPMENT, ETC.	f. IMPLEMENTATION BY MONTH (1975: Sep, Oct, Nov, Dec; 1976: Jan, Feb, Mar, Apr, May, June, July, Aug)
5					
Devise procedure to monitor program effectiveness	LEA	1.Review literature	1.Comp.Ed.	1.Assoc.Dir. Area Supvr.	→
		2.Prepare discussion paper	2.Comp.Ed.	2.Assoc.Dir.	→
		3.Secure reactions	3.Comp.Ed. LEAs	3.Staff LEA personnel	→
		4.Develop plan	4.Comp.Ed. LEAs	4.Assoc.Dir. Staff Advisory Comm.	→
		5.Field Test materials	5.Comp.Ed.	5.Area Supvr.	→
		6.Revise materials and procedures	6.Comp.Ed.	6.Staff Advisory Comm.	→
		7.Implement	7.Comp.Ed.	7.Director Staff	→

6. STRATEGIES SELECTED

a. STRATEGY	b. CLIENT GROUP	c. SPECIFIC TASK	d. RESPONSIBILITY	e. REQUIRED PERSONNEL, EQUIPMENT, ETC.	f. IMPLEMENTATION BY MONTH (1975: Sep, Oct, Nov, Dec; 1976: Jan, Feb, Mar, Apr, May, June, July, Aug)
6					
Make on-site visits of Follow Through Programs	Four LEAs	1.Site visit	1.Follow Through	1.FT Coord.	→ May
		2.Provide technical assistance	2.Follow Through	2.FT Coord. Staff	→ May

6. STRATEGIES SELECTED

a. STRATEGY	b. CLIENT GROUP	c. SPECIFIC TASK	d. RESPONSIBILITY	e. REQUIRED PERSONNEL, EQUIPMENT, ETC.	f. IMPLEMENTATION BY MONTH
7					1975: Sep, Oct, Nov, Dec — 1976: Jan, Feb, Mar, Apr, May, June, July, Aug
Visit each new project for the delinquent or handicapped and provide technical assistance	Instit. for Delinquent and/or Handicapped	1.Plan monitoring visits	1.Comp.Ed.	1.Assoc.Dir.	→ Nov
		2.Select monitoring teams	2.Comp.Ed.	2.Assoc.Dir.	→ Dec
		3.Conduct monitoring visits	3.Comp.Ed.	3.Assoc.Dir.	Oct → Feb
		4.Prepare description of monitoring findings	4.Comp.Ed.	4.Assoc.Dir. Editor	Feb → Mar
		5.Disseminate findings	5.Comp.Ed.	5.Assoc.Dir.	Apr → May

6. STRATEGIES SELECTED

a. STRATEGY	b. CLIENT GROUP	c. SPECIFIC TASK	d. RESPONSIBILITY	e. REQUIRED PERSONNEL, EQUIPMENT, ETC.	f. IMPLEMENTATION BY MONTH (1975: Sep, Oct, Nov, Dec; 1976: Jan, Feb, Mar, Apr, May, June, July, Aug)
8					
Coordinate efforts to deliver technical assistance to Comp. Ed. programs	LEAs	1. Assess need for technical assistance	1. Comp.Ed. Other Divisions	1. Director Assoc.Dir.	→ Oct
		2. Plan technical assistance	2. Comp.Ed. Other Divisions	2. Assoc.Dir.	Oct → Nov
		3. Arrange for and deliver technical assistance	3. Comp.Ed.	3. Assoc.Dir.	Oct → May
		4. Evaluate effectiveness of technical assistance	4. Comp.Ed.	4. Assoc.Dir.	May → June

87

6. STRATEGIES SELECTED

a. STRATEGY	b. CLIENT GROUP	c. SPECIFIC TASK	d. RESPONSIBILITY	e. REQUIRED PERSONNEL, EQUIPMENT, ETC.	f. IMPLEMENTATION BY MONTH
9					1975 Sep Oct Nov Dec — 1976 Jan Feb Mar Apr May June July Aug
Develop prototype components in reading and mathematics	LEAs	1. Identify existing exemplary programs	1. Comp.Ed. Read Math	1. Area Supvr. Consultants	→ Dec
		2. Prepare descriptions	2. Comp.Ed. Read Math	2. Area Supvr. Consultants Editor	→ Mar
		3. Disseminate descriptions	3. Comp.Ed.	3. Director	Jan → Mar
		4. Assist LEAs to adopt or adapt	4. Comp.Ed. Read Math	4. Area Supvr. Consultants	Feb → May

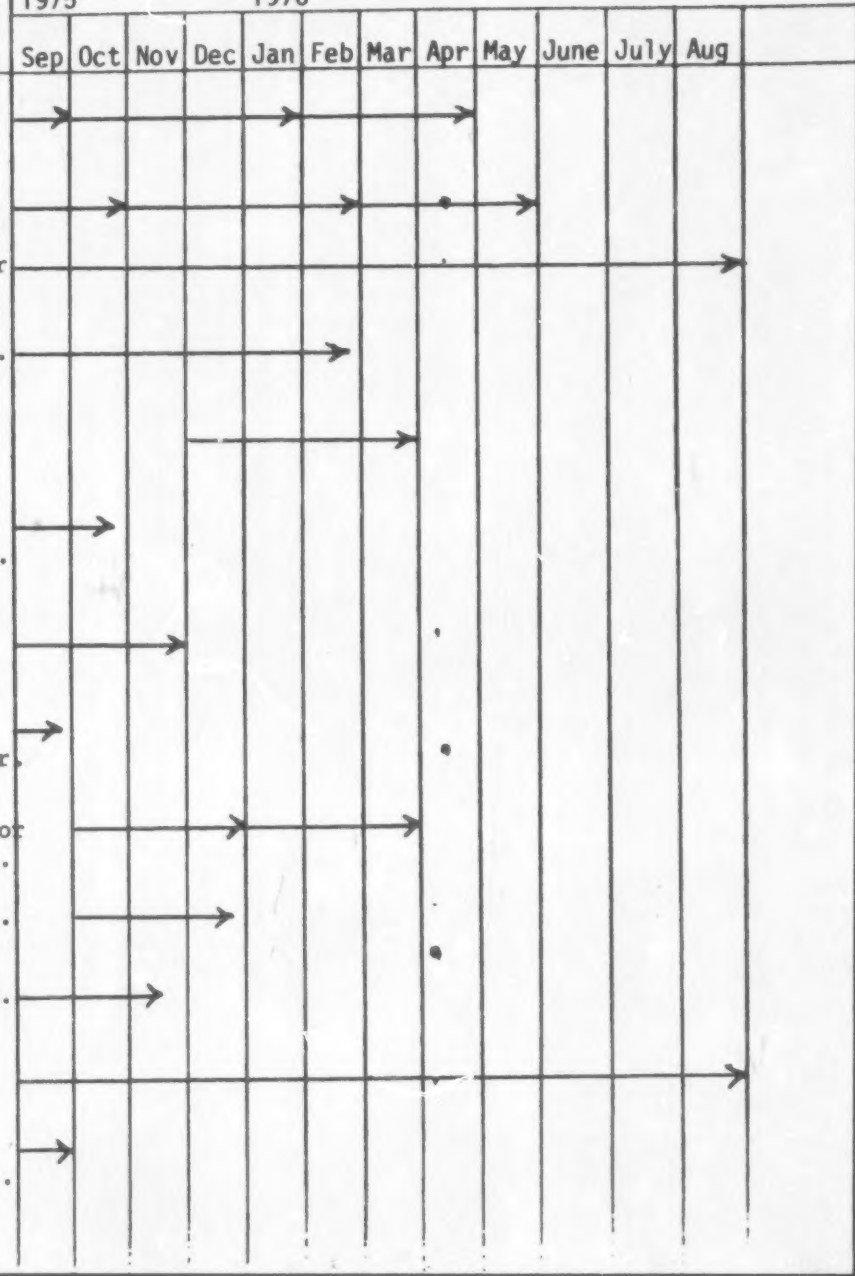
6. STRATEGIES SELECTED

a. STRATEGY	b. CLIENT GROUP	c. SPECIFIC TASK	d. RESPONSIBILITY	e. REQUIRED PERSONNEL, EQUIPMENT, ETC.	f. IMPLEMENTATION BY MONTH (1975: Sep, Oct, Nov, Dec; 1976: Jan, Feb, Mar, Apr, May, June, July, Aug)
10					
Coordinate efforts to modify basic program to better meet needs of educationally deprived	SDPI	1.Keep Comp.Ed. staff informed about basic programs	1.Comp.Ed.	1.Director Assoc.Dir.	
		2.Keep subject area consultants informed as to needs of compensatory education participants	2.Comp.Ed.	2.Assoc.Dir. Area Supvr.	
		3.Provide descriptions of compensatory programs which could be modified for use in basic programs	3.Comp.Ed.	3.Editor	
		4.Assist other divisions to prepare objectives and strategies designed to help educationally deprived	4.Comp.Ed.	4.Assoc.Dir.	

6. STRATEGIES SELECTED

a. STRATEGY	b. CLIENT GROUP	c. SPECIFIC TASK	d. RESPONSIBILITY	e. REQUIRED PERSONNEL, EQUIPMENT, ETC.
11				
Disseminate information	Educators LEA	1.Publish Benchmarks	1.Comp.Ed.	1.Editor
	Parents	2.Comp.Ed.News	2.Comp.Ed.	2.Editor
	LEA	3.Migrant News-Letter	3.Migrant Ed.	3.Mig.Editor Staff
	LEA	4.Directions for Title I	4.Comp.Ed.	4.Assoc.Dir. Staff
	LEA	5.Migrant Admin Handbook	5.Mig.Ed.	5.Coord. Staff
	LEA PAC	6.Parent Council Handbook or Slidetape	6.Comp.Ed. Follow Through	6.Editor Assoc.Dir. FT Dir.
	LEA	7.Filmstrip on Dissemination	7.Comp.Ed.	7.Editor
	LEA	8.Article on 4 yr.Kinder-garten	8.Comp.Ed.	8.Editor Area Supvr.
	LEA	9.Effective Program Series	9.Comp.Ed.	9.Dir.,Editor Assoc.Dir.
	LEA	10.Application forms	10.Comp.Ed.	10.Assoc.Dir. Editor
	LEA,SEA, USOE	11.Evaluation Report	11.Comp.Ed.	11.Assoc.Dir. Editor
	Public	12.BulletinBoard	12.Comp.Ed.	12.Supvr. Editor
	USOE	13.N.C. Ed.Week	13.Fed/St. Rel., Comp.Ed.	13.Director Assoc.Dir.

f. IMPLEMENTATION BY MONTH



6. STRATEGIES SELECTED

a. STRATEGY 12	b. CLIENT GROUP	c. SPECIFIC TASK	d. RESPONSIBILITY	e. REQUIRED PERSONNEL, EQUIPMENT, ETC.	f. IMPLEMENTATION BY MONTH (1975: Sep, Oct, Nov, Dec; 1976: Jan, Feb, Mar, Apr, May, June, July, Aug)
Implement system for determining comparability	LEA	1. Review prior system	1. Comp. Ed.	1. Assoc. Dir. State Analyst	→
		2. Conduct area workshops	2. Comp. Ed.	2. Staff	→
		3. Comparability data submitted by LEA	3. Comp. Ed.	3. Staff	→ →
		4. Comparability status determined	4. Comp. Ed.	4. Area Supvr. State Analyst	→ →
		5. Corrective action if required	5. Comp. Ed.	5. Area Supvr.	→ →
		6. SEA report to OE	6. Comp. Ed.	6. Director	→ → →
		7. Audit LEA primary data	7. Comp. Ed. Auditors	7. Director	→ →

6. STRATEGIES SELECTED

a. STRATEGY	b. CLIENT GROUP	c. SPECIFIC TASK	d. RESPONSIBILITY	e. REQUIRED PERSONNEL, EQUIPMENT, ETC.	f. IMPLEMENTATION BY MONTH (1975: Sep, Oct, Nov, Dec; 1976: Jan, Feb, Mar, Apr, May, June, July, Aug)
13					
Develop improved local and state assessment design	LEAs	1. Review current assessment practices	1. Comp.Ed.	1. Assoc.Dir. Selected LEA Dirs.	→
		2. Develop recommended practices	2. Comp.Ed. LEAs	2. Assoc.Dir. Selected LEA Dirs.	→
		3. Disseminate recommend-ations	3. Comp.Ed.	3. Assoc.Dir.	→
		4. Revise application to accomodate recommended practices	4. Comp.Ed.	4. Assoc.Dir.	→

6. STRATEGIES SELECTED

a. STRATEGY	b. CLIENT GROUP	c. SPECIFIC TASK	d. RESPONSIBILITY	e. REQUIRED PERSONNEL, EQUIPMENT, ETC.	f. IMPLEMENTATION BY MONTH 1975 Sep	Oct	Nov	Dec	1976 Jan	Feb	Mar	Apr	May	June	July	Aug
14																
Conduct Migrant Surveys	LEA	1.Conduct surveys to determine concentration of migrants	1.Mig.Ed.	1.LEA and Migrant Consultants	→	→	→					→	→			
	SEA	2.Receive and distribute student tracking forms	2.Mig.Ed.	2.Mig.Coord.	→											

6. STRATEGIES SELECTED

a. STRATEGY	b. CLIENT GROUP	c. SPECIFIC TASK	d. RESPONSIBILITY	e. REQUIRED PERSONNEL, EQUIPMENT, ETC.	f. IMPLEMENTATION BY MONTH (1975: Sep, Oct, Nov, Dec; 1976: Jan, Feb, Mar, Apr, May, June, July, Aug)
Prepare checklist to evaluate Follow Through activities	N.C. FT projects	1. Develop a checklist	1. Follow Through	1. State and local FT Directors	Sep →
		2. To have checklist for use by LEA staff	2. Follow Through	2. State FT Director	Dec → May →

6. STRATEGIES SELECTED

a. STRATEGY 16	b. CLIENT GROUP	c. SPECIFIC TASK	d. RESPONSIBILITY	e. REQUIRED PERSONNEL, EQUIPMENT, ETC.	f. IMPLEMENTATION BY MONTH (1975: Sep, Oct, Nov, Dec; 1976: Jan, Feb, Mar, Apr, May, June, July, Aug)
Develop prototype parent advisory councils	LEAs	1. Review status of parent involvement in comp.ed.	1. Comp.Ed.	1. Staff	Sep–Oct
		2. Identify existing exemplary councils	2. Comp.Ed.	2. Staff Editor	Sep–Nov
		3. Prepare descriptions of exemplary councils	3. Comp.Ed.	3. Director	Dec–Jan
		4. Disseminate descriptions	4. Comp.Ed.	4. Director	Jan–Feb
		5. Assist LEAs to adopt or adapt	5. Comp.Ed.	5. Area Supvr.	Feb–Aug
		6. Establish Migrant State Advisory Committee	6. Mig.Ed.	6. Coord. Staff	Oct–Nov

5. STRATEGIES SELECTED

a. STRATEGY	b. CLIENT GROUP	c. SPECIFIC TASK	d. RESPONSIBILITY	e. REQUIRED PERSONNEL, EQUIPMENT, ETC.	f. IMPLEMENTATION BY MONTH 1975 Sep	Oct	Nov	Dec	1976 Jan	Feb	Mar	Apr	May	June	July	Aug
17																
Plan and conduct State PAC Leadership Conference	Parents and Other Comp. Staff	1. Plan, schedule, sponsor State parent leadership conference	1. Follow Through	1. Dir., FT Coord., local directors	→		→		→					→		

6. STRATEGIES SELECTED

a. STRATEGY	b. CLIENT GROUP	c. SPECIFIC TASK	d. RESPONSIBILITY	e. REQUIRED PERSONNEL, EQUIPMENT, ETC.	f. IMPLEMENTATION BY MONTH
18					1975 Sep / Oct / Nov / Dec — 1976 Jan / Feb / Mar / Apr / May / June / July / Aug
Attend local PAC Meetings	Parents	1.Participate in PAC meetings and disseminate information	1.Follow Through	1.FT Coord.	→

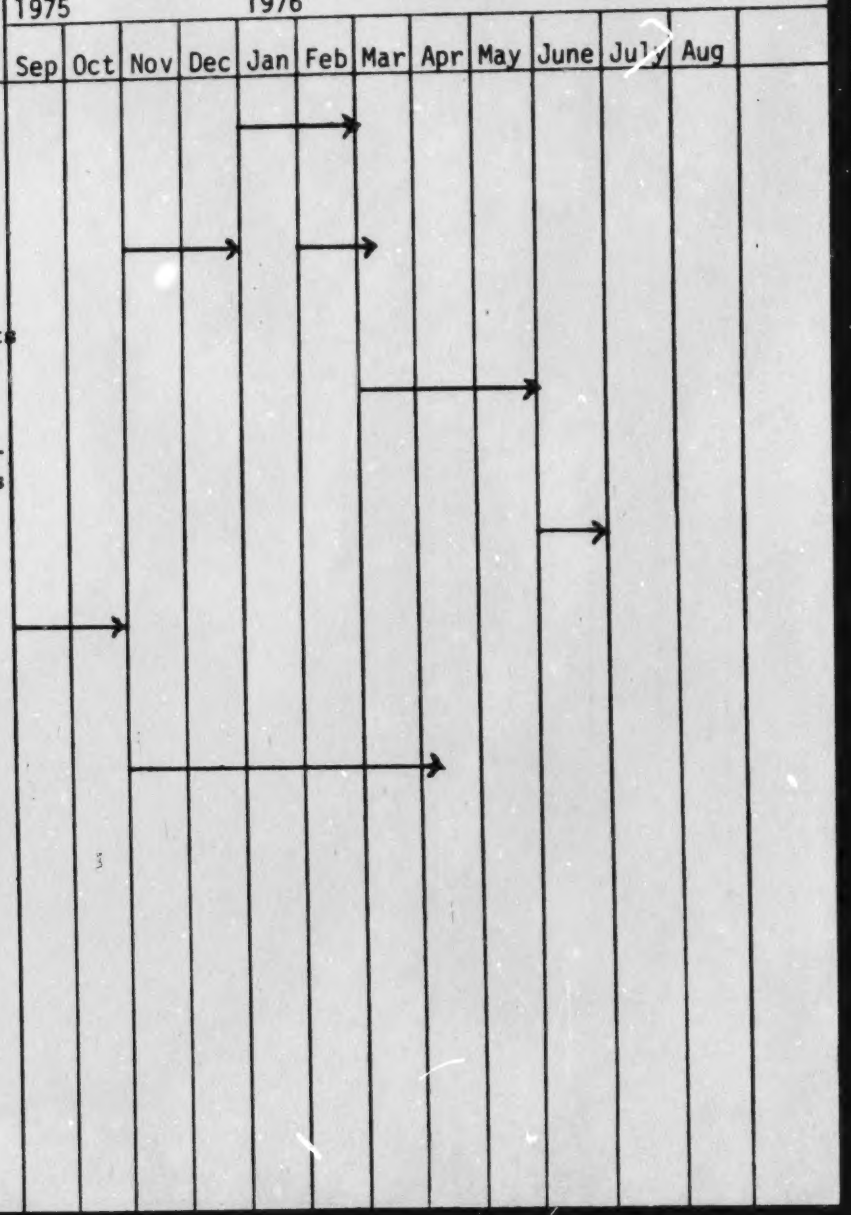
6. STRATEGIES SELECTED

a. STRATEGY	b. CLIENT GROUP	c. SPECIFIC TASK	d. RESPONSIBILITY	e. REQUIRED PERSONNEL, EQUIPMENT, ETC.	f. IMPLEMENTATION BY MONTH (1975: Sep, Oct, Nov, Dec; 1976: Jan, Feb, Mar, Apr, May, June, July, Aug)
Conduct staff development status study and plan needed compensatory education workshops	LEAs	1. Determine Staff Dev. Needs	1. Comp.Ed. Staff Develop. Other Divs.	1. Assoc.Dir. Staff	Sep–Oct
		2. Identify available opportunities	2. Comp.Ed. Staff Develop. Other Divs.	2. Staff	Oct–Nov
		3. Establish priorities	3. Comp.Ed. Other Divs.	3. Director	Oct
		4. Plan workshops in priority areas	4. Other Divs.	4. Staff	Oct–Jan
		5. Conduct workshops	5. Other Divs.	5. Staff	Jan–June
		6. Plan follow-up activities	6. Other Divs.	6. Staff	Feb–Aug
		7. Plan and conduct Read-ind Workshop	7. Migrant	7. Migrant Staff	Sep–Nov
		8. Plan and conduct parent involvement workshop	8. Migrant	8. Migrant Staff	Oct–Jan

6. STRATEGIES SELECTED

a. STRATEGY	b. CLIENT GROUP	c. SPECIFIC TASK	d. RESPONSIBILITY	e. REQUIRED PERSONNEL, EQUIPMENT, ETC.
19 (Continued)	LEA	9. Attend staff development workshops	9. Migrant	9. Migrant Staff
		10. Plan and conduct math workshops	10. Migrant	10. Migrant Staff and Math Consultants
		11. Plan summer migrant conference	11. Migrant	11. Migrant Staff & LEA representatives
		12. Conduct summer workshop	12. Migrant	12. Migrant Staff
		13. Conduct survey on needs for MSRTS training	13. Migrant	13. Consultants
		14. Conduct training sessions for school clerks	14. Migrant	14. Consultants

f. IMPLEMENTATION BY MONTH



5. STRATEGIES SELECTED

a. STRATEGY	b. CLIENT GROUP	c. SPECIFIC TASK	d. RESPONSIBILITY	e. REQUIRED PERSONNEL, EQUIPMENT, ETC.	f. IMPLEMENTATION BY MONTH
20					1975: Sep, Oct, Nov, Dec — 1976: Jan, Feb, Mar, Apr, May, June, July, Aug
Sponsor Workshop	LEA Directors	1.Plan workshop	1.Comp.Ed. NCAACE	1.Dir.,Assoc. Director	→
		2.Mail application	2.NCAACE	2.V-Pres.	→
		3.Conduct workshop	3.NASE	3.Consultants	→
		4.Follow-up	4.Comp.Ed.	4.Area Supvr.	→

6. STRATEGIES SELECTED

a. STRATEGY 21	b. CLIENT GROUP	c. SPECIFIC TASK	d. RESPONSIBILITY	e. REQUIRED PERSONNEL, EQUIPMENT, ETC.	f. IMPLEMENTATION BY MONTH 1975 Sep	Oct	1976 Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug
Improve competencies of staff	Comp.Ed. Staff	1.Conduct staff status study	1.Comp.Ed. Staff Dev.	1.Director	→											
		2.Determine staff needs	2.Comp.Ed. Staff Dev.	2.Director	→	→										
		3.Identify available opportunities	3.Comp.Ed. Staff Dev.	3.Assoc.Dir. Staff	→	→										
		4.Match opportunities with needs of staff members	4.Comp.Ed.	4.Assoc.Dir. Staff	→	→										
		5.Earmark funds for staff development	5.Comp.Ed. Accounting	5.Assoc.Dir. Accountant	→	→										
		6.Schedule activity for each staff member	6.Comp.Ed.	6.Assoc.Dir. Staff			→	→	→							
		7.Attendance of staff development activity	7.Comp.Ed.	7.Workshops, Seminars, Courses, etc.			→	→	→	→	→	→	→	→	→	

b. STRATEGIES SELECTED

a. STRATEGY	b. CLIENT GROUP	c. SPECIFIC TASK	d. RESPONSIBILITY	e. REQUIRED PERSONNEL, EQUIPMENT, ETC.	f. IMPLEMENTATION BY MONTH 1975 Sep	Oct	Nov	Dec	1976 Jan	Feb	Mar	Apr	May	June	July	Aug
22																
Promote involvement of SDPI staff at State and Regional Levels in Comp.Ed. programs	SDPI	1.Provide Comp. Ed. input to SDPI efforts	1.Comp.Ed.	1.Director Staff	→	→	→	→	→	→	→	→	→	→	→	→
		2.Provide for Comp.Ed. representation on committees, study groups, task forces, etc.	2.Comp.Ed.	2.Director Staff	→	→	→	→	→	→	→	→	→	→	→	→
		3.Invite selected SDPI staff members to each Comp.Ed. sponsored function	3.Comp.Ed.	3.Director	→	→	→	→	→	→	→	→	→	→	→	→
		4.Disseminate Comp.Ed. materials within SDPI	4.Comp.Ed.	4.Editor	→	→	→	→	→	→	→	→	→	→	→	→
		5.Attend Regional Superintendents council meetings	5.Comp.Ed.	5.Director Area Supvr.	→	→	→	→	→	→	→	→	→	→	→	→

6. STRATEGIES SELECTED

a. STRATEGY 23	b. CLIENT GROUP	c. SPECIFIC TASK	d. RESPONSIBILITY	e. REQUIRED PERSONNEL, EQUIPMENT, ETC.	f. IMPLEMENTATION BY MONTH 1975 Sep	Oct	Nov	Dec	1976 Jan	Feb	Mar	Apr	May	June	July	Aug
Participate in State-level accreditation efforts	LEAs	1. Participation as member of accreditation committee	1. Comp.Ed.	1. Director	→											→
		2. Identify LEAs involved in accreditation procedure	2. Comp.Ed.	2. Director	→											
		3. Include Comp. educ. in LEA plan upon which accreditation based	3. Comp.Ed.	3. Director Area Supvr.		→								→		
		4. Assist LEA in efforts to plan comp.ed. as a part of overall educational plan	4. Comp.Ed.	4. Assoc.Dir. Area Supvr.			→							→		

6. STRATEGIES SELECTED

a. STRATEGY 24	b. CLIENT GROUP	c. SPECIFIC TASK	d. RESPONSIBILITY	e. REQUIRED PERSONNEL, EQUIPMENT, ETC.	f. IMPLEMENTATION BY MONTH (1975: Sep, Oct, Nov, Dec; 1976: Jan, Feb, Mar, Apr, May, June, July, Aug)
Plan and conduct a State Education Fair (Reading)	LEA/SEA Staff Parents Others	1.Designate planning committee	1.Comp.Ed. Reading	1.Director	→ (Sep–Oct)
		2.Develop criteria for selecting projects for exhibition	2.Comp.Ed. Reading Research	2.Director	→ (Oct–Nov)
		3.Devise strategies for attracting attention of educators and general public	3.Comp.Ed. Reading	3.Director	→ (Oct–Nov)
		4.Devise strategies to encourage replication of projects exhibited	4.Comp.Ed. Reading	4.Director Assoc. Director	→ (Oct–Dec)
		5.Conduct Fair	5.Comp.Ed. Reading	5.Staff	→ (Mar–Apr)
		6.Evaluate Fair	6.Comp.Ed.	6.Assoc.Dir.	→ (Apr–May)

6. STRATEGIES SELECTED

a. STRATEGY	b. CLIENT GROUP	c. SPECIFIC TASK	d. RESPONSIBILITY	e. REQUIRED PERSONNEL, EQUIPMENT, ETC.	f. IMPLEMENTATION BY MONTH (1975: Sep, Oct, Nov, Dec; 1976: Jan, Feb, Mar, Apr, May, June, July, Aug)
25					
Management Study	**LEA**	**1.Participate in 505 Management Study**	**1.Migrant**	**1.Migrant Coord.**	→

6. STRATEGIES SELECTED

a. STRATEGY	b. CLIENT GROUP	c. SPECIFIC TASK	d. RESPONSIBILITY	e. REQUIRED PERSONNEL, EQUIPMENT, ETC.	f. IMPLEMENTATION BY MONTH 1975 Sep	Oct	Nov	Dec	1976 Jan	Feb	Mar	Apr	May	June	July	Aug
26																
NIE Demonstration projects	Charlotte/ Meck. W-S/Forsy.	1.Administer projects	1.Comp.Ed.	1.Director Assoc.Dir.												

7. EVALUATION

The Division of Compensatory Education evaluation strategy is to measure progress toward thirteen specific objectives.

The first objective emphasizes the adoption by LEAs of objectives which will require one month of progress for each month of Title I instruction. Achievement of this objective will be determined by a review of objectives submitted in FY 1977 project application.

Objective two relates to providing pupil personnel and health services to Title I students. Progress toward the objective will be determined by noting the number of specially designed programs and the amount budgeted from federal and non-federal sources.

Objective three relates to development of LEA plans to limit Title I activities to the basic skill areas of communication and computation. Progress toward the objective will be determined by review of data and plans submitted as part of the FY 1977 project.

Objective four relates to the establishment of twenty new community-based programs for handicapped and/or delinquent cildren. Progress will be judged by the number of such new programs approved.

Objective five emphasizes establishment of migrant education programs in each eligible LEA. Achievement of this objective will be determined by the number of projects funded.

Objective six stresses interstate cooperation. Progress toward this objective will be determined by the results of the annual evaluation report and by results of USOE monitoring visit.

Objective seven relates to an evaluation instrument for use in Follow Through projects. Achievement of this objective will be determined by the availability of a usable instrument by the date stated.

The eighth objective relates to the demonstration of active involvement by parent councils. Progress will be determined by on-site visits by area supervisors.

Objective nine requires the establishment of a State-level Migrant Parent Advisory Committee. Accomplishment of this objective will be demonstrated by the convening of one or more meetings of the committee before the end of the project year.

Objective ten calls for a parent advisory committee workshop to be conducted by the end of October. Achievement of this objective will be demonstrated by the preparation of an evaluation report at the conclusion of the workshop.

Objective eleven states that all Migrant project personnel will have opportunity to participate in staff development activities. Progress toward this objective will be determined by noting the number and kind of staff development workshops conducted and attended by Migrant staff.

A twelfth objective relates to short-range staff development needs and plans to meet those needs. Progress toward this objective will be measured by process evaluation techniques and by the successful completion of staff development programs designed to meet determined needs.

Objective thirteen concerns conducting of a Compensatory Education Reading Fair. The objective will be achieved when the planned Fair is conducted and judged successful by participants.

EVALUATION REPORT FOR 1974-1975

DIVISION OF COMPENSATORY EDUCATION

In 1974-75 the Division administered the Title I ESEA program and the Migrant Education Program, and provided technical assistance to four federally funded Follow Through Projects in North Carolina. In addition, the Division participated in the federally funded Management of Compensatory Education Project, assisted in securing funding for a similar project for Migrant Education, and assisted two LEAs to secure NIE Demonstration Project funding.

For the year, North Carolina received 47.5 million dollars for use in LEA Title I programs. An additional 5.6 million dollars was allocated for Title I programs for migrant, handicapped, delinquent and adult correction.

Title I ESEA. Each LEA submitted a Title I project during fiscal year 1975. The projects served approximately 126,000 students in grades K-12. Less than 20 per cent of this number were enrolled in grades 7-12. Approximately 2100 teachers and 2400 aides were employed. Of the 149 LEAs, 98% had a program activity in the area of language arts/reading (The three LEAs which did not have a reading program had a kindergarten activity), 54% had a kindergarten activity, 31% had a math activity, 41% had a pupil personnel activity (social work, attendance, guidance, etc.) and 33% had a Health Service activity. Accomplishments for the year include:

1. Division criterion for approval of reading and math activities now require as a minimal objective that participants make the equivalent of one month gain for each month of program participation.

2. Division criterion for approval of pupil personnel and health activities now require the LEA to describe efforts made to fund these programs from other sources.
3. Title I projects were prepared, approved and placed in operation in fourteen new community-based programs for handicapped and/or delinquent children.
4. Each LEA and each participating school in each LEA established a Title I parent council.
5. Surveyed staff development needs and planned and conducted a Need Assessment Workshop and an Evaluation Workshop with assistance of the N.C. Association of Administrators of Compensatory Education.
6. Developed an improved format for reporting need assessment upon which project proposals are based.
7. Monitored each Title I project for compliance with approved project.

Migrant Education. For the fiscal year North Carolina was allocated 1.6 million dollars for educational programs for children of migratory agriculture workers. More than 8,000 children were served by these programs. Major accomplishments for the year include:

1. Migrant programs were operated in 29 LEAs during the regular school year and in 31 LEAs during the summer.
2. Each migrant program had an active parent advisory committee.
3. Sponsored staff development activities in reading and math, and conducted the annual summer staff development workshop.

4. Monitored each LEA migrant program a minimum of 6 times.

5. Developed a revised SEA and LEA application to comply with new federal requirements.

Follow Through. Technical assistance was provided to Follow Through projects in three LEAs and at the Cherokee Indian School. Major accomplishments included the following:

1. Conducted a Parent Advisory Committee workshop.

2. Disseminated program information to interested individuals and agencies.

3. Prepared and distributed a Health and Social Services Handbook.

4. Reactivated the State Parent Advisory Committee.

5. Developed an improved method for evaluation of technical assistance provided the LEAs.

Division Needs. A major Division goal each year will be the continuous improvement of Title I, Migrant, and Follow Through programs in North Carolina, including those items listed as accomplishments during FY 1975. Some needs not yet met which merit priority during FY 1976 include the following:

1. Develop an improved method of monitoring program effectiveness.

2. Continue effort to motivate each LEA with identified migrant students to plan a special program for those students.

3. Continue effort to improve dissemination of information about compensatory education.

4. Continue effort to improve Statewide program evaluation activities.

5. Plan and conduct a Compensatory Education Fair.